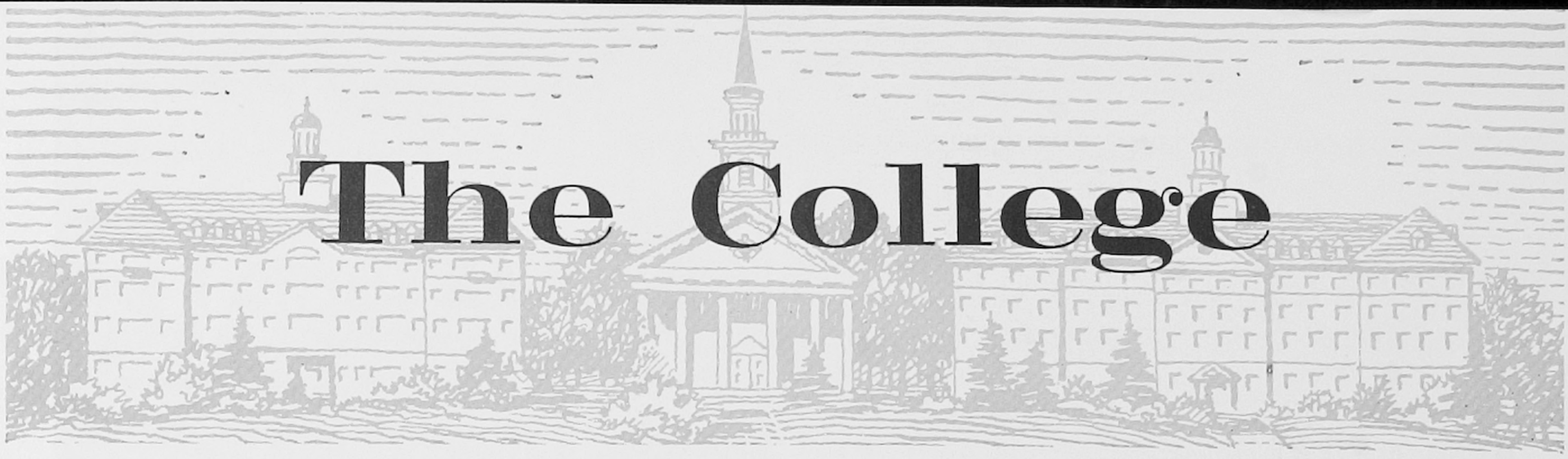
# Middlebury College NewsLetter

spring 1964

in this issue:

## The Money Behind Our Colleges



# The College

## Charles A. Dana Honored

In appreciation of a Challenge Grant of $300,000 from the Charles A. Dana Foundation, the Board of Trustees has voted to name the Auditorium in the new Sunderland Language Center in honor of Dr. Dana.

President Armstrong called the gift "an important stimulus to future plans"; the College "is grateful to Dr. Dana and the trustees of the Foundation for this very generous assistance. We are all confident that our Alumni and friends will insure the acquisition of the remaining funds required to finance this $800,000 Center needed to strengthen further Middlebury's established reputation in foreign language instruction."

*Charles A. Dana*

Construction of the Center will get under way this spring with the removal of the former La Casa Española and Voter houses on the corner of College Street and Château Road.

The Dana Auditorium, with accomodations for 250 students and designed primarily as a center for audio-visual instruction in the Language Division, will also be used by the whole College for many purposes. There will be no windows in the Auditorium which will be used extensively for slide and motion picture film presentations. The acoustics will be as perfect as they can be designed.

Large classes of language students, all those enrolled for example in French 12, or in Spanish 12, will meet once a week in the Dana Auditorium for explanation of language problems and instructions on the week's assignment in the Center's sixty-three practice cubicles. A double-glass window in the Recording Studio will look down upon the Dana Auditorium stage, to permit the recording of any activity there, such as demonstrations, discussions, or songs. It will also be used in the evenings for lectures, debates, small concerts, recitals, or films.

Dr. Dana, founder of the Charles A. Dana Foundation, first visited Middlebury in the fall of 1962 and was "inspired by the sight of the Middlebury campus" as he stood on the steps of Mead Chapel overlooking the lower campus with the Green Mountains in the background.

Dr. Dana is a native of New York City and a graduate of Columbia University and Columbia Law School. A corporation lawyer, he is chairman of the Board of the Dana Corporation—manufacturers of original and replacement parts for automobiles. Believing that the "future of America and the world depends upon the attitude of our people," Dr. Dana created the foundation which has sponsored buildings and scholarships at universities and colleges.

## Role of Science Examined

The Twenty-Second Annual Middlebury Conference opened this spring with President James I. Armstrong introducing the "provocative theme" of "Man-Made Man?" by emphasizing the unity of knowledge as exemplified in the tradition of liberal arts *and* sciences. He noted the "power of science to affect our lives." "We dare not see knowledge as compartments any longer," he commented.

Conference speakers representing the fields of history and philosophy of science, physics, biochemistry and psychology were: Dr. Giorgio de Santillana, Massachusetts Institute of Technology; Dr. Peter Franken, University of Michigan; Dr. Erwon Chargaff, Columbia University; and Dr. B. F. Skinner, Harvard University.

Dr. de Santillana in the first address of the Conference, referred to a close friend and fellow scientist, the late Norbert Wiener in defining "Man-Made Man" as one who has "a mind intact and mindful of itself."

A "Man-Made Man" must be able "to say no" to established conceptions and beliefs when found to be false. "Scientific changes," Professor de Santillana continued, "goes whether we like it or not, by social command."

In an age of computers,—"electronic dinosaurs,"—"the functions of man have to be redefined," he commented. "Man will formulate policy, make (*Please turn to page 51*)

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THE NEWS LETTER

Volume 38, Number 3

George H. Huban, Editor

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# *Thomas Hedley Reynolds is appointed*

## DEAN OF THE COLLEGE

President James I. Armstrong announced recently the appointment of Dr. Thomas Hedley Reynolds as Middlebury's first Dean of the College, effective July 1. Dr. Reynolds, who is chairman of the History Department, has been Dean of Men since 1958.

Dr. Armstrong in announcing the appointment said that Dr. Reynolds will assist in long-range planning for the College in the area of curricula and will be responsible for a close liason between the Faculty and the Administration in all matters pertaining to the academic life of the College.

Dr. Reynolds will remain as a full professor, but upon assuming his new duties he will relinquish the History Department chairmanship and the office of Dean of Men.

"Middlebury College is very fortunate, indeed, that Dean Reynolds has accepted this new and important position of Dean of the College," Dr. Armstrong said. "His fine career as a teacher and scholar, his outstanding leadership as chairman of the Department of History and as Dean of Men all testify to his excellent qualifications for the major responsibilities of this newly created position."

A native of New York City, the new Dean of the College is a 1942 graduate of Williams College and holds M.A. and Ph.D. degrees in history from Columbia University. He came to Middlebury as an instructor in 1949, became chairman of the History Department in 1956, Dean of Men two years later, and a full professor in 1963. Previously, he had taught at Hunter College.

He is a member of the American Historical Society and the American Association of University Professors, is on the Vermont State Historic Sites Board and is a trustee of the Vermont Historical Society.

Dr. Reynolds is known also as a lecturer and currently is preparing a biography of Benning Wentworth, a Colonial Governor of New Hampshire, for which he did research in England in 1961 and 1963.

In World War II, Dr. Reynolds served for four years and was a company commander of the 757th Tank Battalion in Africa and Italy. He is a Lieutenant Colonel in the U. S. Army Reserve and commanding officer of the 453rd Strategic Intelligence Detachment at Middlebury College.

Long active in community affairs, Dr. Reynolds has been a member of the Town of Middlebury Recreation Council and vestryman and senior warden of St. Stephen's Episcopal Church. He is married to the former Jean Fine Lytle, a graduate of Smith College. They have three sons and a daughter.

# Alumni Gather For Reunion Dinners

More than six hundred Alumni in Boston, Worcester, New York, New Jersey and Washington, D.C., had an opportunity to meet President and Mrs. Armstrong at Alumni Dinners held in these areas. At each dinner the President and his wife were warmly received. In addressing area Alumni Dr. Armstrong said, "The small independent college must survive in order to preserve the value of a liberal arts education." He stressed the importance of small independent schools and said it is "the human base" at the College that counts. "The most important single effort at Middlebury College in the next ten years will be to strengthen the quality of the Faculty."

Other areas holding reunion dinners were Rochester, N.Y., Springfield, Mass., Philadelphia, and Columbus, Ohio. Speakers at these dinners included Professor Illick of the Geography Dept., Professor Merriman representing the English Department, and Gordon C. Perine, Director of Alumni Relations.

Chairmen of the dinners were: Boston, Gordon E. Emerson, Jr., '40; Worcester, Ruth and Bill Trask, '52; New York, Cy Anfinden, '56, and Paul Fitzgerald, '59; New Jersey, John P. Connors, Jr., '63; Washington, D.C., Fenwick N. Buffum, '33; Rochester, Margaret Zornow Thomas, '57; Springfield, Ralph R. Eddy, '50; Philadelphia, Jo Ann and Ronald Anderson, '59; and Columbus, Bruce Stahl, '48.

*Left to right: (Above) Dr. Armstrong, Miss Marion Cruikshank, '30, President of the Alumnae Association, and Mrs. Armstrong. (Right) Gordon E. Emerson, Jr., '40, Chairman of the Boston dinner and President of the Massachusetts Alumni District, and Walter E. Brooker, '37, Vice President of the College. (Lower Left) Dr. Armstrong and Ralph R. Meacham, '36. (Lower Right) Chester H. Clemens, '33, Michael Kolligan, '44, and National Alumni President John M. Kirk, '39.*

*The awarding of six Woodrow Wilson Fellowships and three honorable mentions, also a high honor, were made this spring. Recipients of these honors, were, front, left to right, Judith M. Denton, Dean of the Faculty John G. Bowker who announced the awards at Middlebury, Linda L. Wentworth, and Maxine M. Mendel. Back row, same order, Kenneth A. Moore, Terrance R. Colvin, Richard N. Taylor, George M. Cummins, III, and Floyd L. Moreland. (Ronald Reese was not present when this picture was taken as he is presently studying at Columbia University.)*

## Seniors Win Fellowship Honors

With six seniors winning Woodrow Wilson Fellowships for first-year graduate study next fall, Middlebury College ranked in the first thirty among forty colleges and universities in New England and northeastern Canada, in the number of students selected for this distinctive award. Three other seniors received honorable mention.

The awarding of these Woodrow Wilson Fellowships to members of the Class of 1964 represents a true mark of distinction for the College and stands as a tribute to the quality of Middlebury students. It is also eloquent testimony to the skill, the competence, the devotion, and the inspiration of the Faculty. And these new honors to Middlebury College are solid evidence of the constant inspiration that Alumni who have gone on to achieve honor and distinction provide for Middlebury's students.

A Woodrow Wilson Fellow is granted full tuition and fees for the first year at the graduate school of his choice, as well as a living stipend of $1,800. The program, made possible through grants totalling $52 million from the Ford Foundation, is dedicated to developing "college teachers for tomorrow," although the terms of the awards do not bind the recipients to this commitment.

Candidates are nominated by faculty members and are screened carefully by regional and national selection committees, composed of eminent college professors, deans and presidents.

Recipients of honorable mention in the competition virtually assures them fellowship support from other sources.

The 1,507 seniors who won this year were chosen from 11,000 applicants from 904 colleges and universities throughout the United States and Canada. Only 357 of these institutions, however, produced winners.

The Middlebury students competed with scholars from Harvard University, Massachusetts Institute of Technology and other larger institutions in this area.

Middlebury Fellows and their respective fields for graduate work are: Kenneth A. Moore, history; Terrance R. Colvin, economics; George M. Cummins, III, English; Floyd L. Moreland, classics; Ronald L. Reese, physics; and Richard N. Taylor, chemistry.

Winners of honorable mention awards include: Judith M. Denton, political science; Maxine M. Mandel, French and linguistics; and Linda L. Wentworth, Russian.

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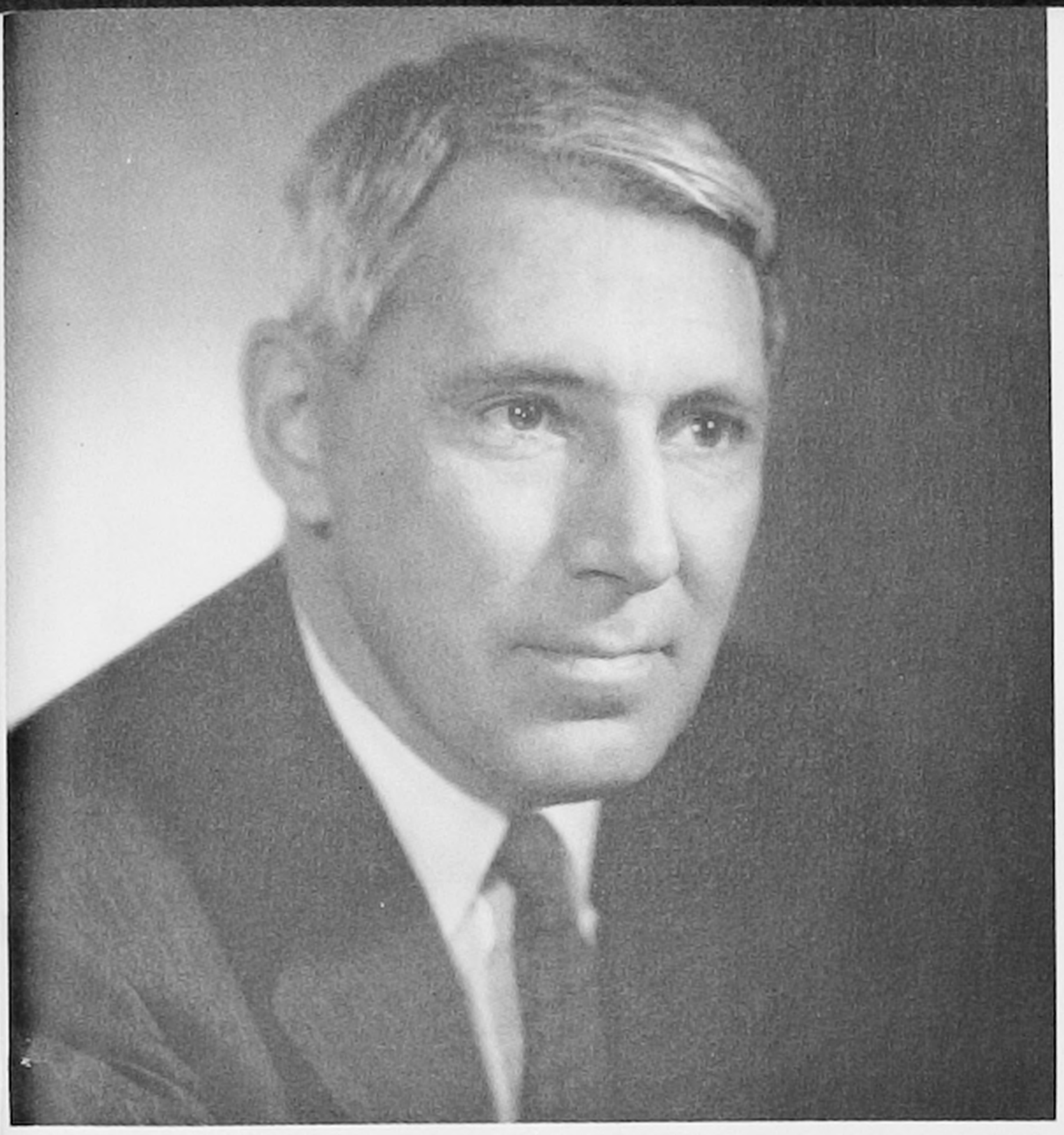
WHEN RONALD D. POTIER, '56, becomes Director of Admissions at Clark University on July 1 he will join nine other Middlebury men engaged in admissions work, according to the records of the Alumni Office. During the past seven years Mr. Potier has been a member of the administrative staff of the College and currently is serving as Director of Financial Aid and Assistant Dean of Men.

Alumni engaged in admissions work include: Donald B. Batchelder, '56, Admissions Associate, Experiment in International Living; Robert M. Gallagher, '55, Assistant Director of Admissions, Renssaeler Polytechnic Institute; Robert W. Herdman, '50, Director of Admissions, Bard College; Fred F. Neuberger, '50, Director of Admissions, Middlebury College; James F. Newman, '50, Director of Admissions, Renssaeler Polytechnic Institute; Kenneth A. Nourse, '52, Director of Admissions, Clarkson College; Wayne G. Reilly, '57, Admissions Counselor, Carnegie Institute of Technology; J. Bradford Sargent, III, '57, Admissions Counselor, Worcester Polytechnic Institute; and Chester H. Sloat, '29, Director of Admissions, Pennsylvania Military College.



# THE Teacher AND THE Learner

By Dr. James I. Armstrong

As the President of Middlebury College in his first year, I am delighted at the participation of so many parents in Parents' Weekend. . . . Your presence here is solid testimony to your personal close interest in the life of your sons or daughters—an interest which is on the same wave length, so to speak, as that of the College, i.e. here and now. And since it is your hope as it is ours that the College will touch the fibre of each life for good, it is well and right that you should get a sense at first hand of the quality of Middlebury College. We hope that you will learn as much about us as possible and that you will resonate to our ways.

There is so much I would say to you about this Middlebury—this Vermont college with its national and international responsibilities—so much that I have learned in the months since I was asked to succeed Dr. Samuel S. Stratton—so much which I find both exciting and demanding that I must restrict myself rigorously, I must be selective. I shall try.

I would talk to you then about what seems to me to be the prime mover of the college of arts and sciences—in the words of Eliot metaphorically "The still point in the turning wheel." I refer to the spirit of man, both the teacher and the learner. Here is the constant in the midst of variables—here is where we put our faith—in that probing, inquisitiveness of man—his need to know. The anthropologist, Loren Eisley, tells us *homo sapiens* long, long ago had "a passion for lifting himself up to see about, in his restless, roving curiosity." Teacher and student alike are engaged in the same activity; fundamentally the difference between them is rather one of level and degree than difference of kind.

This is what it is all about at Middlebury—the teacher and the learner. Let me try to go a step further—with special emphasis on the teacher.

We are hard at work now and will continue hard at work over the years ahead to shape our curriculum, to cull the out-moded, to retain the good of the old and add the good of the new. But try as we may, through arrangement and sequence we will find no escape from one compelling fact of our existence; that the quality of the teacher in the classroom and on the campus is the touchstone of the quality of the educational process at any institution. We will find no substitute for that man or woman who mediates between the object of knowledge and the person who learns.

We seek ever to define that we may comprehend—let me tell you what I think are the elements of a good teacher, here at Middlebury or anywhere, and this will give you a notion of our ideals and how important in these treacherous and uncertain times these ideals are.

First, I think there must be something *contagious* about the teacher. His personality will so affect, so engage his students that he will infect the student with the importance and indeed the excitement of learning. There is no stereotype here; no two teachers are contagious in just the same way, and thank heaven! Yet the contagion of the genuine teacher is quickly recognized by the student.

The teacher must also be *passionate*—passionate in the sense of subordination of himself to his subject—what he studies and whom he teaches—these make all the difference to (*Please turn to page 51*)

This article is an extract of a stimulating address given by President Armstrong at the College's Annual Parents' Weekend.

Late News Happenings

The Faculty has voted to establish new criteria for academic honors. The action came after repeated criticism of the old honors program. Revisions were sponsored by the Faculty Honors Committee. Committee members indicated three major aims in their modification: "1) to create a program with a single set of standards; 2) to set standards which will not change from year to year; and 3) to tie the awarding of departmental honors more closely to performance in the department." As a step toward tying an award of departmental honors more closely to performance in a department, the committee has removed the stipulation that a candidate stand in the top third of the class to be eligible for honors, or in the top quarter to receive high honors. Such recognition, according to the new program, will be awarded on the basis of achievement in the major department only.

A new college regulation passed by the Faculty permits a department to schedule a Project Period in any course. A Project Period is a period of two weeks duration during which the course does not meet, and during which the students pursue, on their own, a project which is relevant to the concern of the course. The nature of the project may be defined by the teacher, or if the teacher wishes, by the student, and the project will involve the student in an appropriately substantial body of work.

Two Woodrow Wilson Fellowship winners (page 4) have won additional honors. Kenneth Moore has been awarded a Fulbright Grant and will study at the University of Paris next year. His Woodrow Wilson Fellowship will be deferred for a year. Richard Taylor becomes an honorary Woodrow Wilson Fellow because he also won a National Science Foundation Fellowship for three years of study. Woodrow Wilson candidates in the physical sciences are required to apply for National Science Foundation grants so that Woodrow Wilson money can be made available to more people in the humanities.

Peter R. Decker, '57, has been appointed Assistant to the President of the College. He returned to Middlebury from Washington where he was a writer for the "Congressional Quarterly," a publication specializing in the daily activities of the U. S. Congress. Prior to this position he served as an officer in the Army for three years and taught at The Cate School, Carpenteria, California, for three years.

Charles D. Brakeley has been named Assistant to the Director of Development and in this capacity will assist Vice President Walter E. Brooker. Mr. Brakeley is a graduate of Princeton University and before coming to Middlebury was Sales Manager and Treasurer of The Brakeley Food Products Co. of New Jersey.

Three seniors are recipients of recent grants. Thomas Koch has received a full tuition National Honor Scholarship for study at the University of Chicago Law School. Gordon Bingham, Jr., received a grant from the Earhart Foundation for graduate study at Northwestern University. Judith Denton has been awarded a State Department Internship.

Dorothy Nash Brailey

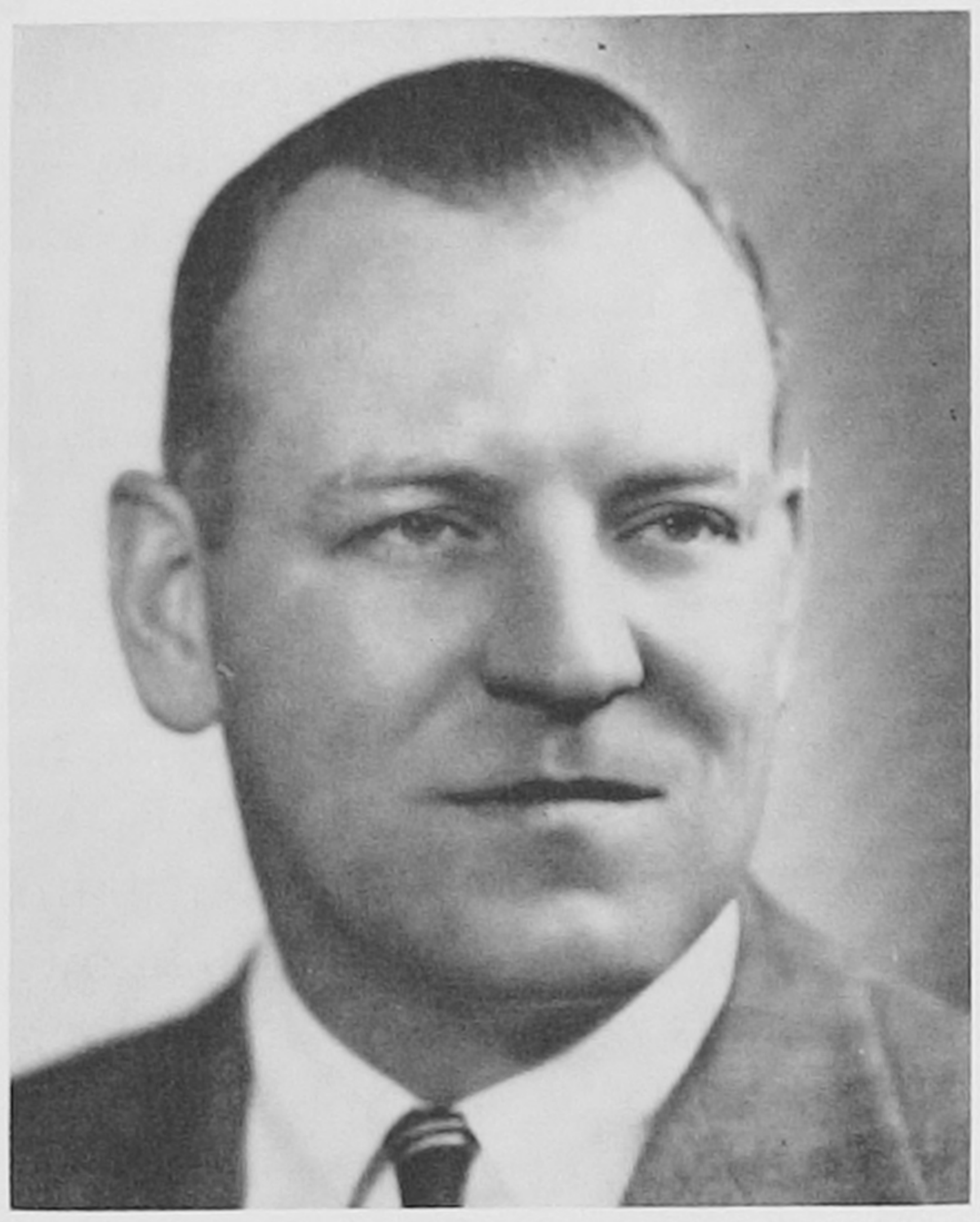
Marian G. Cruikshank

Cambridge, N.Y., High School. With Federal Housing Administration, 1934; Agricultural Adjustment Administration 1934–35; National Headquarters Work Projects Administration 1935–42; Administrative Assistant to Chief of Finance, War Dept., 1942–52. Comptroller, Properties and Installations, Office of Secretary of Defense 1952–. Sales Representative, Miller Real Estate Co.; Chairman, School Board Advisory Committee, Arlington; Publicity Chairman of Eastern Branch, National Chairman Breeders Club of America, Inc. Author of numerous feature articles in NCBA, Breeders Magazine, Class Secretary '33, 1963–68, Past President of Washington District Associated Alumni, 1943, 1961–64.

**Dorothy Nash Brailey, '19** (Mrs. Earle W.) Middlebury service and honors: active member of the Middlebury Alumnae Association since 1927; served as Vice President, 1941–42 and President 1956–60 during which time the Eleanor S. Ross Scholarship Award Fund of over $10,500 was established; currently serving on the Association's Plaque Award Committee; a charter member of the Middlebury Alumnae Club of Cleveland, founder of the Twin State (Vt.-N. H.) Middlebury Alumnae Club; chosen first alumna co-chairman of the Alumni Fund, 1949, served as Ohio area co-chairman until 1957; received the Middlebury Plaque Award "for meritorious service to her alma mater," 1960. Personal activities and honors: served as President of Cleveland Y.W.C.A., Council of Church Women and alumnae chapter of Sigma Kappa; recently completed three-year term on the National Board of Camp Fire Girls, Inc.; currently serving on the National Board of United Church Women and as President of the Vermont Council; also, as chairman of the Woodstock, Vermont Area Committee of Human Relations Services, Inc. Address: Questover-at-Barnard, R. F. D. 3, Bethel, Vermont.

**Marian Grace Cruikshank, '30.** Advanced study, M. A., McGill University. Professional experience: teacher of English and Developmental Reading at the High School of Commerce, Worcester, Massachusetts, 1933–. Middlebury service and activities: active member of the Middlebury Alumnae Association since 1931; served as a Delegate-at-Large, 1940–42; as Vice President, 1955–57; as President 1962–64; has served on the Association's Finance and Nominating Committees; active member and past President of the Worcester County Middlebury Alumnae Club. Personal activities and honors: served as President of the Worcester Branch, AAUW and as President of the Massachusetts State Division, AAUW in 1956–60; served as a member of the Advisory Board of the Women's College of Clark University, 1955–1960. Address: 52 William Street, Worcester, Massachusetts.

# FIVE ALUMNI-AE ARE NOMINATED FOR ASSOCIATION OFFICES



George A. Berry, III

Robert C. Boucher

Fenwick N. Buffum

Each year the retiring District president of one of the Alumni Regions automatically becomes a candidate for President of the National Alumni Association. This year the following District presidents of Region III are candidates for election: George A. Berry, III, '41; Robert G. Boucher, '49; and, Fenwick N. Buffum, '33. Region III includes the Washington, D. C., Area, the Mid-West and the Far West. With this article are pictures and biographical information of the three candidates who seek election as National President.

At the Alumnae Council meeting last October, a special Nominating Committee for Alumnae Trustee was approved to select candidates for presentation to the Alumnae this Spring for the post. This committee, headed by Miss Natalie H. Dunsmore, '35, nominated Dorothy Nash Brailey, '19, and Marian Grace Cruikshank, '30, for the five year term of Alumnae Trustee. Pictures and biographical sketches of Mrs. Brailey and Miss Cruikshank appear on the next page. An Alumni Trustee will be elected by the men next year.

The 1964 spring election of Alumni-ae officers will be held by mail and ballots should reach readers of The News Letter about the time this Issue reaches each Alumnus. All ballots must be signed and returned to the Alumni Center by June 1, 1964 in order to be counted in the election. Biographical data of Alumni candidates for District offices will be included with the ballots you receive in May.

**George A. Berry III, '41,** of St. Charles, Illinois. Born in Chicago, Illinois, December 24, 1918. Prepared for college at Phillips Academy, Andover, Massachusetts. President of American Terra Cotta Corp., Processed Steel Co., American Steel Treating Co., and Terra Cotta Realty Co., Chicago. Director, Founders Mutual Casualty Co., Structural Clay Research Foundation, Structural Clay Products Institute, Washington, D. C. President, Mid-West District of the Associated Alumni of Middlebury College, 1961–64. President, Fox Valley Club. President, Board of Governors, Community Hospital Foundation, Geneva, Illinois. St. Charles Community Fund. Chief Shabbona Council, Boy Scouts of America.

**Robert G. Boucher, '49,** of Denver, Colorado. Born in Waterbury, Conn., April 25, 1924. Prepared for college at Crosby High School, Waterbury. Treasurer in charge of Investment Portfolio, United American Life Insurance Company 1949–57. Joined Mortgage Investments Co. in 1957 where he is a Vice President and Director. Author of "Fundamentals in Financing of Nursing Homes," "New Concepts in Housing the Elderly." President of Colorado Alumni. President of the Western District of the Associated Alumni of Middlebury College 1961–64.

**Fenwick N. Buffum, '33,** of Arlington, Virginia. Born in Lockport, N.Y., Nov. 9, 1910. Prepared for college in

*Q. How do courses in history other than art history contribute to the study of art?*

**A.** Art history may not always be a mirror of history itself as it often anticipates events in society. The arts are created by people and for people, and history is a record of the affairs of people.

*Q. Are courses in Painting and Design legitimate academic pursuits subject to the normal criteria for grading and awarding of class credits or should courses in the creative arts be essentially extra-curricular?*

**A.** We feel that the only way the very valuable courses in Painting and Design can be given in our system of American Education is to give credit for them. A greater understanding of the material of art history is certainly gained by doing it. The difficulty of grading in such courses is met in our Department by marking students on the basis of their interest and degree of effort. It is only natural that individuals having so-called "talent" will be rewarded by receiving high grades, but this is true in any other course and true of life itself. The teacher of English certainly rewards one skilled in writing. In regard to the second part of the question, we feel that courses in the creative arts could be extra-curricular in our Middlebury scene if so many other diversions were not offered or encouraged.

*Q. What are the possibilities of the Department of Fine Arts adding more so-called practice courses of instruction such as photography, sculpture, drafting, ceramics, etc., to its program?*

**A.** This would always be possible, desirable, and most expensive.

*Q. What do students who major in Fine Arts do after they graduate? Are there any jobs open to them which make use of their interest in the Arts or must they go on to graduate school?*

**A.** Students who major in Art use their experience in many ways. It is our hope that they may become eventually discriminating collectors. They often work in Art Departments or Museums in a secretarial capacity and are valuable in such fields as advertising or merchandising. We recall many who worked for a time in this way and at a later time went to Graduate School in order to be able to teach or practice in a profession such as architecture.

*Q. Is there enough cultural participation in the Arts offered at Middlebury? Could there be more and do we need more creative outlets?*

**A.** Culture is but an attitude of awareness towards creation and participation in it. We are removed from metropolitan centers and must do a great deal more to bring the art accomplishments of the past and present to the attention of our students. This does not guarantee that such efforts will be appreciated, but we will never know until we try. It is hard to judge whether students are actually interested to the point of making these attractions part of themselves. Then, too, they may look upon such advantages as something they ought to be interested in. We would prefer their being interested because they could not help themselves.

*Q. Are there many creative students at Middlebury?*

**A.** This is a difficult question to answer at this stage of a student's development. We enjoy looking for them. Middlebury is not an Art School. But in any event it is very valuable to anyone that he learn to present his ideas graphically. To be able to write is to be able to draw to some degree. We feel that we ought to be receptive to students who have a definite weakness for the Arts. This is their strength, but they are not what are known as "well-rounded" students.

*Q. Are creative students at Middlebury stifled by rigid Departmental requirements?*

**A.** Not necessarily. As an example, the scientifically minded student is not alien to the arts. Many of our best students have been science majors. It is a misconception to think of art as being primarily concerned with architecture, painting and sculpture. The scientist imagines, selects and rejects just as we do. His results sometimes become superseded and charming as ours do. To us, art is a part of creation itself and an imaginative ordering of it. A life is essentially a good or bad work of art as is the history of a government or its foreign policy. A good student is one who takes advantage of educational opportunities offered to him and is apt to seek recreation in mental play.

*Q. What value has the Art History Program to the potential fine artist?*

**A.** This again is difficult to answer. We feel that an artist or any student is benefited by the program that we offer, but it is difficult in our time to say what an artist is. He certainly seems to be the last individual who is going to wager everything on himself and what he has to say. But it is true that many so-called artists are more forceful in their expressions by being unencumbered with the

*(Please turn to page 51)*

ARTHUR K. D. HEALY, CHAIRMAN OF THE FINE ARTS DEPARTMENT

*Answers some questions regarding the intent, method, activities, and results of work in this field.*

# FINE ARTS AT MIDDLEBURY COLLEGE

The following questions were selected in a random manner from a group supplied by former graduates, undergraduates with experience in the Department, both majors and non-majors, and an Editor of the *Campus* searching for information regarding "The Arts at Middlebury." Amongst those who responded were a practicing artist who is also a teacher in a New York art school and who a short time after graduation from Middlebury won the PRIX DE ROME for painting, the youngest person ever to do so; a recent graduate who pursued his interest in our subject matter at Princeton where he won several notable fellowships and who is now on the staff of the Fine Arts Department at Dartmouth; and a former major in the Department who is the wife of a local minister. The answers are cheerfully given in the spirit of our time, for our lives today are largely spent in either evaluating others, being evaluated, or examining ourselves. Then, too, there are the celebrations or mournings attendant on fact-finding, often leaving relatively little time for achievement.

*Q. What is Art?*

**A.** This is a question that is either whimsical, unnecessary, or impossible to answer.

*Q. What is the function of a Fine Arts Program at a Liberal Arts College such as Middlebury?*

**A.** The aim of the Fine Arts Program at Middlebury is basically three-fold. It seeks generally to give a sense of awareness to the manifold experiences in this important area and by means of cultivating a respect for them to lead to a better understanding of humanity in its divergence. Such a development should make a more civilized person, one tolerant of any expression and calmly discerning in the face of change. It should serve as well to stimulate those interested in the pursuance of a career in the Fine Arts by opening the horizons of the subject matter to them. By offering various opportunities for the study of art, it should also serve to give individuals a greater confidence and skill in expressing their own ideas.

*Q. Do courses in the Department of Fine Arts equip a student with a set of values and standards with which he can separate good from bad art?*

**A.** This is a difficult question to answer. I am reminded of what the poet, James Stephens, wrote about writing: "You will understand, of course, that This and That and Other are the only things you can write about. . . . The popular author writes about This, the good writer writes about That, the poet writes about the Other. No one in all our history has been able to write about all three except Chaucer and Shakespeare, and those two did it with no trouble whatever." If we substitute Rembrandt and Cezanne for these two, you can sense our difficulty. Our courses merely seek to equip a student with an attitude of mind that will enable him to try to examine the validity of many different expressions. The many theories of aesthetics attempt to separate good from bad art. But today we might be said to have "good bad art and bad good art." This is true in many fields related to the arts, and it is certainly healthy that we have come to the realization that norms of values exist in a point of time and are not universal as was supposed in the Age of Classicism. This is true of diplomacy and economics and such institutions as the Law, all of which are almost daily and pragmatically adjusted to our contemporary society.

*Q. Does a student in the Department of Fine Arts have any opportunity to take a course in the Theories of Aesthetics?*

**A.** Yes. A course in the examination of the theories of Aesthetics is taught by the Department of Philosophy.

*Q. Do Art History and the Creative Arts elucidate each other?*

**A.** Certainly.

that he knew personally every living graduate of the College, and that all honored him and trusted him. I pointed out that for two decades he had been close to the administration, that he understood every problem and difficulty, and that he knew the people of Vermont and how a Vermont institution could be made to prosper. I reminded him of his faithful, efficient work securing students, making each freshman class larger than the next preceding. "Those were the days when the size of the freshman class was the principal index figure in estimating the prosperity of an institution of higher learning."

But every reason I advanced why he should be President was countered by one from him why I should be chosen. I had the better of the argument, but he insisted on deciding the issue. The longer we talked, the clearer it became that whatever my decision might be, he would not accept the leadership of the College he had served so well. Perhaps even then he had premonition of the impairment which was to close his devoted life five years later.

Walter E. Howard was one of the many hundreds of New England college teachers who without administrative title have contributed by their lives those spiritual endowments which will enrich the lives of youth so long as poverty of spirit and a severe endeavor to do right are accounted traditions worthy of maintenance.

It became known shortly that there was likely to be a change in the Presidency of Middlebury, and that another minister might be chosen. A group of younger alumni in New York City issued a circular in opposition. They pointed out that it was no longer the practice in progressive institutions to have a clergyman as President, that the particular clergyman in question had never taught or had other educational experience, that he had no standing or reputation in the field of education, nor had he demonstrated by any overt acts in any other sphere that he would be successful in administering a college.

All of which was true, and no one knew it better than the man most concerned.

Nevertheless, two months later, October 17, 1907, the Board of Trustees of Middlebury College unanimously elected me their President, and the next morning at nine a.m. I was on the steps of the Library at Columbia University to begin my studies of how to do the job.

From that day until the commencement of 1908, when I was inaugurated, I gave all the time I could to the study of what was going on in colleges and universities—objectives, methods, organization, courses of study, student control, ways of increasing endowment, whatever might have bearing on problems at Middlebury. I visited many colleges and of course was kindly received everywhere. No one encouraged me more than did President Tucker of Dartmouth, who became my intimate adviser on every difficult problem.

The common feeling among Middlebury alumni at that time was that their alma mater was little known and generally held in slight esteem. To my surprise I found that this was not true in the case of executives and teachers in other colleges. Informed educational leaders, I learned, had sincere respect for Middlebury, knew of her great record in earlier days, and believed she had possibilities of a greater future. The importance of this discovery on my part will appear later.

The tradition that the President of the College should also be one of the teachers of the senior class, preferably in Philosophy and Ethics, had been maintained at Middlebury to that time. My predecessor, Dr. Ezra Brainerd, who also was my strong supporter and friend from the days of the jack-knife conversation, was responsible for all the instruction in Philosophy, Psychology and Ethics included in the course of study. It soon became clear to me that I could not be President and Professor of such an important division of studies at the same time. There was no money to pay another teacher. I drafted a letter to alumni stating the situation and a group of Trustees sent it out over their signatures. In response the alumni pledged $1,000 a year for three years and for that sum Dr. Gustavus Watts Cunningham, just receiving his degree of Dr. of Philosophy from Cornell Univ., agreed to come to Middlebury as instructor of Philosophy. He was a brilliant teacher and after several years became head of the Department of Philosophy in one of the country's great universities. Few colleges have ever received more for their money than Middlebury received for that $1,000 paid to Dr. Cunningham.

It was clear enough that Middlebury needed much more than $1,000. The endowment of the institution was then $410,000 and the total annual income less than $25,000 which included tuition receipts of only $1,080. In these days a college like Rutgers spends more than $25,000 for a single department, such as Chemistry. There were five buildings, on a campus of thirty acres, and the buildings and grounds were valued at $255,000. The faculty numbered ten and the students two hundred and four.

A substantial gift, $100,000 or more, would be a great impetus and raise the enthusiasm of alumni and friends to united effort to set the old college forward.

I wrote to Mr. Andrew Carnegie, who was then making frequent gifts to colleges, and received a

# "The Strength of the Hills . . ."

*One of the sources of Middlebury College's greatness is that it has never failed to accept an opportunity to strengthen its position or embark upon new and more meaningful educational programs. Running risks to achieve challenging goals has been characteristic of Middlebury since the early years of its history.*

*John M. Thomas, '90, the ninth President of Middlebury College, was a firm believer of this philosophy. When he took over the Presidency of the College in 1907 he was faced with the problem of "The Money Behind Middlebury College." The endowment was then $410,000 and the total annual income less than $25,000 which included tuition receipts of only $1,080. Today the market value of the College's endowment is approximately sixteen million dollars and total receipts for the past academic year were $4,083,825.*

*In the following article Dr. Thomas reminisces about his appointment as President of Middlebury and his fund raising efforts on behalf of the College. He was one of Middlebury's great presidents and served in this capacity from 1908 until 1921. After leaving Middlebury he experienced equal success as President of Pennsylvania State University and Rutgers University. Prior to his retirement to private life in 1944 he served as President of Norwich University. He died on February 26, 1952.*

*This article was written by Dr. Thomas in the closing days of his Presidency of Middlebury College and is published in* The News Letter *for the first time.*

### *By* John M. Thomas

On a still, sultry afternoon in August, 1907, I sat with Professor Walter E. Howard under one of the elms of the old campus of Middlebury College. I was on vacation and he appeared to be in no hurry. As I whittled on a pine stick with a large brass-handled jack-knife which I used to carry when I might go fishing, our conversation wandered over many topics of common interest—the doings of Middlebury graduates known to us both, prospects for the next freshman class, his experiences traveling the State of Vermont to drum up students. He asked me casually about the rumor that I might consider favorably the invitation to leave my church in East Orange, N.J. and become the minister of the First Congregational Church of Burlington. I told him I was much inclined to it, and asked him what he thought.

"There's another position in Vermont I hope you will take some time," he replied.

I looked into his face. It was serious, tense, blushing, as if he had said more than he should.

"What do you mean, professor?" I asked.

"That's quite a jack-knife you have there," he said, and we talked of jack-knives and other matters far removed from positions in Vermont until we separated and he went back to his office in Painter Hall where for twenty years he had been pounding out letters on his old Hammond typewriter, urging boys to take advantage of their opportunity of a college education at Middlebury.

That evening I recited the incident to Professor Seely, the father of Mrs. Thomas, who for thirty-five years had taught "chemistry and Natural History" to Middlebury students. We agreed that the position Professor Howard had in mind was the Presidency of Middlebury College. My good father-in-law who, by the way, was one of the kindliest, mildest, and most Christian men who ever occupied a settee in a New England college—said that he would like to see me become President of Middlebury College, but that I could not afford to take the position if Professor Howard wanted it or would accept it.

So the next day I strolled up to the campus and sought out Professor Howard.

"Speaking of jack-knives, Professor," I said, "you are the man to be President of Middlebury. You have earned it; you deserve it; you would give the institution a great administration; and you ought to take it."

"No, John," he replied, "I am too old; I couldn't stand the work; and I'm not the man. You are just the right age; you have the qualities; and I shall do all I can to bring about your selection."

In perfect frankness and very earnestly we spoke together for a long, long time. I urged

# Shakespeare at Middlebury

*By* Erie T. Volkert, *Professor of Drama*

Happy birthday William Shakespeare. This is the keynote in 1964 of a host of special programs on campuses all over the United States where thousands of students and faculty have joined to honor the great Elizabethan playwright on the four-hundredth anniversary of his birth.

As this issue of the News Letter goes to press, Middlebury has already made its special tribute to Shakespeare with three performances of *King Lear*, and a series of discussions before and after the production. Over one thousand people attended the three performances, which were highlighted by an exceptional portrayal of King Lear by John Wallach, a senior political science major.

The discussions were a unique cooperative effort of the English and Drama staff. They were designed to acquaint interested students and faculty with the literary and theatrical problems of the play before its production and to evaluate the results after the production. Only a few students attended the discussions, but participation was intelligent and enthusiastic. It is hoped that the experiment will usher in a closer synthesis of literary study and stage presentation for future production of theatre classics. Other features of the total program were an exhibit of Shakespeareana at the library and an article on Shakespeare's life and times in "The Campus." In the coming months, several films, beginning with *Hamlet*, will conclude the commemorative tributes.

What are the implications of this commemorative program? *King Lear* is universally regarded as Shakespeare's most difficult play. Hence the response of student performers to tryouts for roles in it may be an important index to the significance of Shakespeare to the contemporary student. So also may be the attendance at the performance and at the discussions. Here is evidence that students are not only aware of Shakespeare's most difficult work, but that they are sufficiently interested in it to spend time and energy in performing it or time and money to see it. (Students pay $1.50 admission for major productions at Wright Memorial Theatre.) Certainly they are not intimidated by the difficulty of the play.

This response is in part a tribute to secondary education in the United States. Every student is introduced to at least one of Shakespeare's plays during his high school career. More often than not he will read three or four before he graduates. To the traditional study of *Julius Caesar* has been added a choice from among *Macbeth*, *Twelfth Night*, *As You Like It*, *Henry IV* part I, and others.

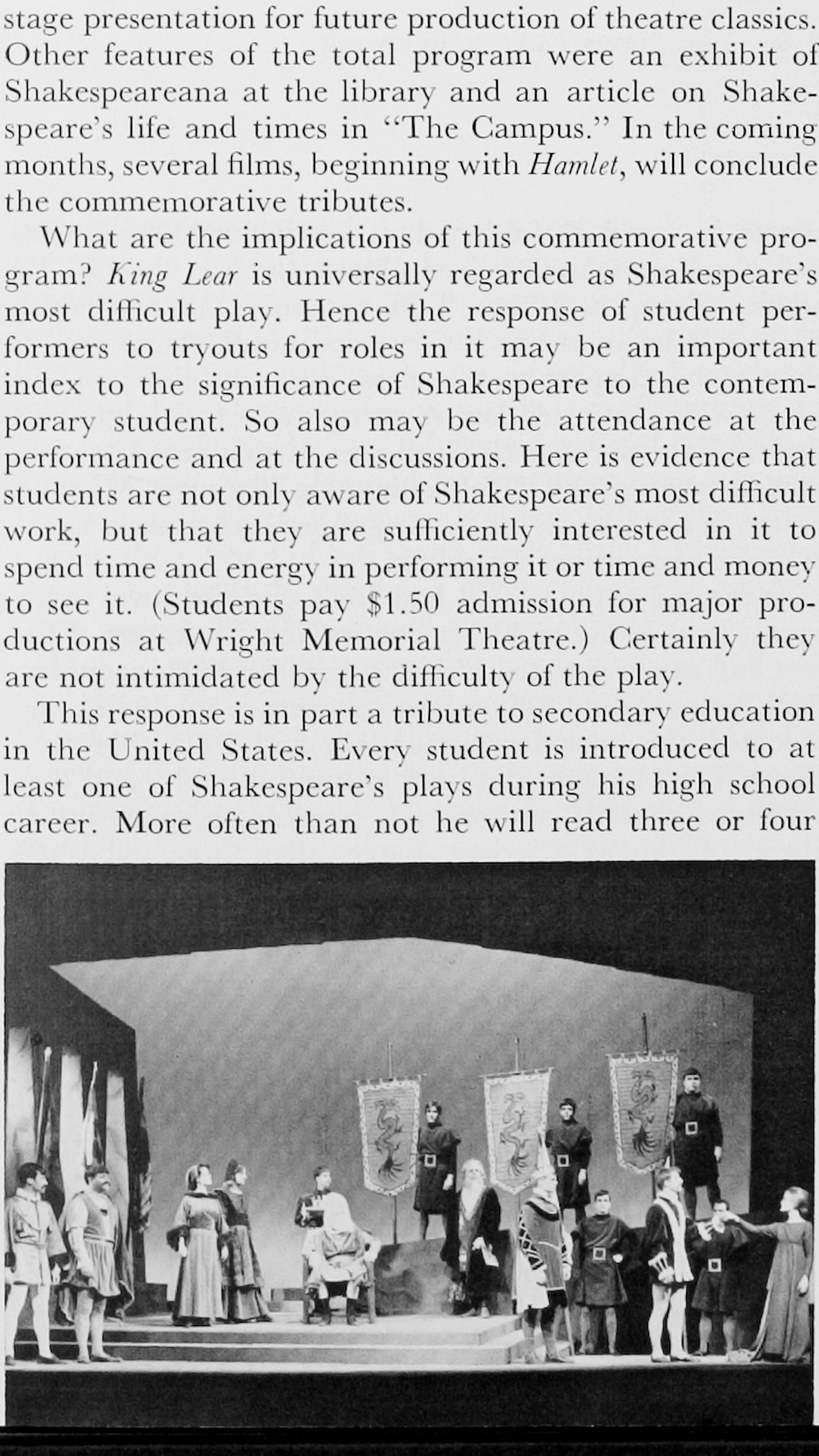
Increased knowledge of and interest in Shakespeare and his works can be further attributed to the inclusion of two or more of his plays along with numerous sonnets in syllabi for freshman English. In these courses detailed analysis and instruction provide deeper insight and a challenge to good students for further investigation of Shakespeare's genius.

At Middlebury there has been a long tradition of excellence in the teaching of Shakespeare. For many years students swarmed eagerly to the classes taught by Professor Henry Cady and in recent years to those led by Professor Paul Cubeta.

Both the introductory course for freshmen and the special courses in Shakespeare studies have done much to produce a substantial body of students interested and informed in Shakespearean literature.

A third factor has contributed a vital appreciation of and desire for the performed play. This has been the enormous increase in production of Shakespeare's plays as the result of new theatres established at Stratford, Ontario; Stratford, Conn.; at Minneapolis, Minnesota; Seattle, Washington; in Central Park, N.Y. city and many other large cities throughout the United States. Numerous summer festivals in these cities and one as nearby as Burlington, Vermont are providing "live" Shakespeare to audiences hitherto denied the opportunity to witness his works in performance.

More than ever Shakespeare has become a part of our national culture and a vital concern in our educational institutions. Our theatre at Middlebury has responded to this growing interest in Shakespeare's art. In the past such productions as *Taming of the Shrew*, *A Midsummer Night's Dream*, *Hamlet* and *The Tempest* have provided an average of one Shakespearean play per student generation. Often, a paucity of strong, courageous, creative men interested in performance has been a limitation, but there are indications that even this condition is changing for the better at Middlebury. In this anniversary year, response to the production of *King Lear* and the special programs honoring Shakespeare's birthday, suggest a mandate to venture farther and more often in the future.



*Scene from King Lear*

The Duke of Burgundy salutes Cordelia shortly before King Lear informs him that he has disinherited his favorite daughter. (*left to right*) John Crawford as Duke of Cornwall; Galen South as Duke of Albany; Lynn Miniclier as Regan; Margaret Dunn as Goneril; William Hays as coronet bearer; John Wallach as King Lear; Ted Pendelton as Earl of Gloucester; Peter Jackson as King of France; James Anctil as Duke of Burgundy; and Donna Youngblood as Cordelia.

negative reply from his secretary.

I wrote to Mrs. Russell Sage, whose most beloved teacher, Emma Willard, received her start in the Town of Middlebury, but received no reply. Governor Franklin W. Fort of New Jersey gave me a letter to Mr. Robert W. De Forest, Mrs. Sage's attorney. Mr. De Forest told me that it would not be proper for him to suggest a benevolence to Mrs. Sage, but if she conferred with him as to Middlebury College, he would be glad to send for me and receive my suggestions as to the purpose and amount of a benefaction. I asked him what he would advise me to do to bring about that delightful situation.

"Why don't you write to her?" he asked.

"I have," I replied.

"Well, write to her again."

"I have done that too," I said.

We both laughed, and I took my hat. Mrs. Sage's will contained a bequest of $100,000 for Middlebury College, but I do not know that that interview or my letters had anything to do with it.

At that time, as since, Mr. John D. Rockefeller made all of his gifts to higher education through the General Education Board, a corporation which he had endowed most generously. The offices of the Board were freely open to any college president seeking to bless the world by means of a contribution from Mr. Rockefeller's millions. Dr. Wallace T. Buttrick, Secretary of the Board, was very kind to me and readily consented that I file an application for a grant. The form for application required a financial statement, with detailed schedules, which in my case proved embarrassing.

When I returned to learn my fate, Dr. Buttrick talked fatherly to me.

"I know Middlebury," he said. "I was born and raised in northern New York. All the teachers I ever had when I was a boy who were any good came from Middlebury. Students from the College used to spread all over St. Lawrence County in those days, teaching school in the long winter vacations."

"Middlebury had a great record for her first forty years," he continued. "She has many strong alumni. Bart Hepburn is one of the big men in this town today. I wish we could do something for old Middlebury, but, Thomas, we can't; your income from tuition is so small!"

And he thumbed over the report until he found the figure of $1,080 received from tuition of students.

"Why, Thomas," he continued, "you should get much more from your own resources. You don't need our help you should help yourselves. Your endowment is small compared with Harvard and Yale, but it is much larger than the funds of many small colleges in the Country which get twenty times as much from their students. $1,080 is only about $5 a student for a whole year. You must be giving away scholarships wholesale."

"But, Dr. Buttrick," I said. "I had nothing to do with that and I think I can change it."

"When you have changed it, you may come back," he replied, "but now you will have to stand on the record."

So I had failed again.

There was still another possibility. Out in Chicago old Dr. D. K. Pearsons—born in Vermont—had given away some four millions to colleges, and was reputed to have a few thousands left and not long to live. Dr. James L. Barton of Boston told me Dr. Pearsons would not give for endowment, that he was sick of appeals on the ground of his birth in Vermont and early associations with New England, that he was cold to appeals for men's colleges, but that he felt that the girls of New England did not have a fair chance to go to college, with the famous old men's institutions closed to them and the women's colleges crowded and expensive.

So I wrote the old Doctor a letter. I asked him for $50,000 for a dormitory for girls. The College had no residence facilities for women at the time and I pictured the poor things wading through the snow to their recitations from boarding houses all over the village.

Dr. Pearsons came right back in a brief letter written on cheap stationery by his own hand, just a few crisp sentences asking questions, with several words misspelled.

"How much endowment has the college?

"How many students have you?

"Are you certain that the college is needed?

"Vt. University is near you. Take a good look all around. Use good judgment.

Truly,
D. K. Pearsons.

"P.S. Can you raise $75,000 in Vermont and other places?"

I replied in the same style, except that I tried to spell my words right, answering his questions as briefly as I could and adding nothing else.

Prompt came his answer:

"$50,000 is not enough to do the work right. You need $100,000. I will give you $25,000 if you can raise $75,000. I have only one style of doing business.

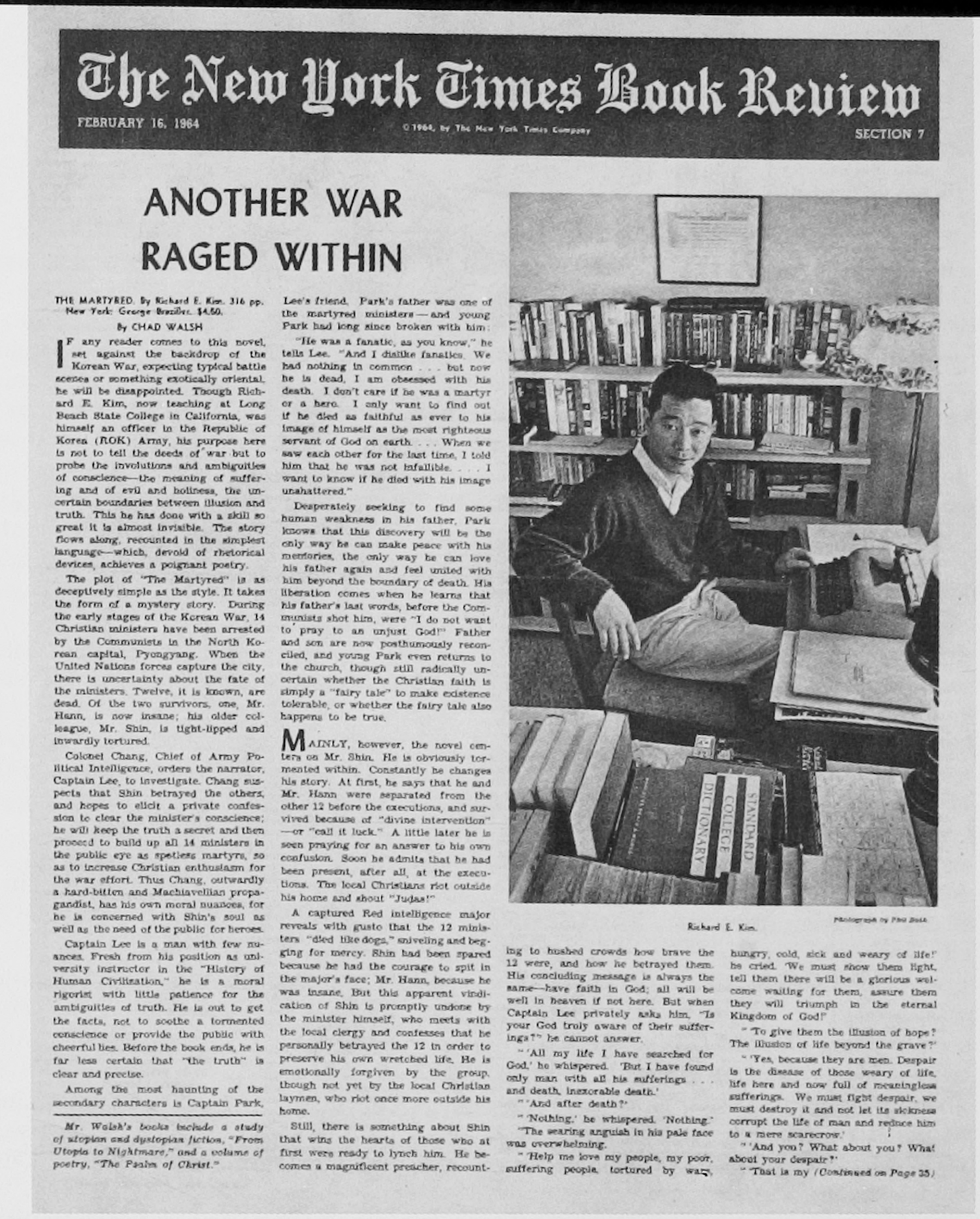
Truly,
D. K. Pearsons."

It was only $25,000 and $25,000 if! I took the letter to Mr. George M. Wright of N.Y., Chairman of the Finance Committee, a lawyer and a very able man, helpful to the college for many years. He said it didn't amount to anything, that I might as well throw the letter away, that Middlebury had never raised $75,000 at one time in the century and more of its history and could not now.

But to me that one page illiterate letter was a chance to get a grip and I determined to stake my future on an effort to meet Dr. Pearsons' challenge. I read it at my inauguration at the commencement of 1908 and announced then and there a campaign to raise that $75,000. While the people still stood applauding, former Gov. John G. McCullough, who was a trustee of the College, put his hand on my shoulder, and said, "That's good, Doctor. I'm with you $5,000 on that!" Before I left the church I had promises from two others of $1,000 each, and a ten dollar bill from a school teacher, now Mrs. William B. Mayo of Northfield.

In just a year to a day from the date of Dr. Pearson's letter we had Dr. Pearsons' check (*Please turn to page 52*)

# with a Flavor



The New York Times Book Review

FEBRUARY 16, 1964 ©1964, by The New York Times Company SECTION 7

## ANOTHER WAR RAGED WITHIN

THE MARTYRED. By Richard E. Kim. 316 pp. New York: George Braziller. $4.50.

By CHAD WALSH

IF any reader comes to this novel, set against the backdrop of the Korean War, expecting typical battle scenes or something exotically oriental, he will be disappointed. Though Richard E. Kim, now teaching at Long Beach State College in California, was himself an officer in the Republic of Korea (ROK) Army, his purpose here is not to tell the deeds of war but to probe the involutions and ambiguities of conscience—the meaning of suffering and of evil and holiness, the uncertain boundaries between illusion and truth. This he has done with a skill so great it is almost invisible. The story flows along, recounted in the simplest language—which, devoid of rhetorical devices, achieves a poignant poetry.

The plot of "The Martyred" is as deceptively simple as the style. It takes the form of a mystery story. During the early stages of the Korean War, 14 Christian ministers have been arrested by the Communists in the North Korean capital, Pyongyang. When the United Nations forces capture the city, there is uncertainty about the fate of the ministers. Twelve, it is known, are dead. Of the two survivors, one, Mr. Hann, is now insane; his older colleague, Mr. Shin, is tight-lipped and inwardly tortured.

Colonel Chang, Chief of Army Political Intelligence, orders the narrator, Captain Lee, to investigate. Chang suspects that Shin betrayed the others, and hopes to elicit a private confession to clear the minister's conscience; he will keep the truth a secret and then proceed to build up all 14 ministers in the public eye as spotless martyrs, so as to increase Christian enthusiasm for the war effort. Thus Chang, outwardly a hard-bitten and Machiavellian propagandist, has his own moral nuances, for he is concerned with Shin's soul as well as the need of the public for heroes.

Captain Lee is a man with few nuances. Fresh from his position as university instructor in the "History of Human Civilization," he is a moral rigorist with little patience for the ambiguities of truth. He is out to get the facts, not to soothe a tormented conscience or provide the public with cheerful lies. Before the book ends, he is far less certain that "the truth" is clear and precise.

Among the most haunting of the secondary characters is Captain Park, Lee's friend. Park's father was one of the martyred ministers—and young Park had long since broken with him:

"He was a fanatic, as you know," he tells Lee. "And I dislike fanatics. We had nothing in common . . . but now he is dead, I am obsessed with his death. I don't care if he was a martyr or a hero. I only want to find out if he died as faithful as ever to his image of himself as the most righteous servant of God on earth. . . . When we saw each other for the last time, I told him that he was not infallible. . . . I want to know if he died with his image unshattered."

Desperately seeking to find some human weakness in his father, Park knows that this discovery will be the only way he can make peace with his memories, the only way he can love his father again and feel united with him beyond the boundary of death. His liberation comes when he learns that his father's last words, before the Communists shot him, were "I do not want to pray to an unjust God!" Father and son are now posthumously reconciled, and young Park even returns to the church, though still radically uncertain whether the Christian faith is simply a "fairy tale" to make existence tolerable, or whether the fairy tale also happens to be true.

MAINLY, however, the novel centers on Mr. Shin. He is obviously tormented within. Constantly he changes his story. At first, he says that he and Mr. Hann were separated from the other 12 before the executions, and survived because of "divine intervention"—or "call it luck." A little later he is seen praying for an answer to his own confusion. Soon he admits that he had been present, after all, at the executions. The local Christians riot outside his home and shout "Judas!"

A captured Red intelligence major reveals with gusto that the 12 ministers "died like dogs," sniveling and begging for mercy. Shin had been spared because he had the courage to spit in the major's face; Mr. Hann, because he was insane. But this apparent vindication of Shin is promptly undone by the minister himself, who meets with the local clergy and confesses that he personally betrayed the 12 in order to preserve his own wretched life. He is emotionally forgiven by the group, though not yet by the local Christian laymen, who riot once more outside his home.

Still, there is something about Shin that wins the hearts of those who at first were ready to lynch him. He becomes a magnificent preacher, recounting to hushed crowds how brave the 12 were, and how he betrayed them. His concluding message is always the same—have faith in God; all will be well in heaven if not here. But when Captain Lee privately asks him, "Is your God truly aware of their sufferings?" he cannot answer.

"'All my life I have searched for God,' he whispered. 'But I have found only man with all his sufferings . . . and death, inexorable death.'

"'And after death?'

"'Nothing,' he whispered. 'Nothing.'

"The searing anguish in his pale face was overwhelming.

"'Help me love my people, my poor, suffering people, tortured by war, hungry, cold, sick and weary of life!' he cried. 'We must show them light, tell them there will be a glorious welcome waiting for them, assure them they will triumph in the eternal Kingdom of God!'

"'To give them the illusion of hope? The illusion of life beyond the grave?'

"'Yes, because they are men. Despair is the disease of those weary of life, life here and now full of meaningless sufferings. We must fight despair, we must destroy it and not let its sickness corrupt the life of man and reduce him to a mere scarecrow.'

"'And you? What about you? What about your despair?'

"'That is my (Continued on Page 35)

Richard E. Kim.

Photograph by [illegible]

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*Mr. Walsh's books include a study of utopian and dystopian fiction, "From Utopia to Nightmare," and a volume of poetry, "The Psalm of Christ."*

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with letters from several of us at Middlebury, Dick gained entrance to John Hopkins University Graduate School for advanced work in writing. After a successful year there, he was accepted at the University of Iowa, as a student in that institution's writing program. There Dick produced much of *The Martyred.* Again, at the end of the year, he was accepted by Harvard University's Graduate School for advanced work. He had by that time been awarded the Mary Roberts Rinehart Writing Fellowship. Also, during these years of advanced study, Dick had married Penelope Groll, Middlebury 1959, his fellow student from English 38. They now have two children.

Dick is now teaching creative writing at Long Beach College, in California. His novel, *The Martyred*, was published on February 17th of this year. In reading it, I found many of the ideas and symbols from *Ararang Fantasia* and *Two Crosses for A Grave* used again. Furthermore, I found that Dick Kim's style had changed hardly at all from those days. It was still the same: charged with wonder, question, and emotion, quiet and precise, sparse with adjectives and colorful writing, but full of meaning and force.

I have been interested in books and writing for many years, but I have never before seen a first novel received as *The Martyred* is being received. It has been given highly favorable, major reviews in *The New York Times* Book Review, *Life*, *The Chicago Tribune*, *Time Magazine*, and *The Saturday Review*, together with many other good notices in all the major book reviewing publications. Dedicated and informed men are comparing Kim to Camus, and even greater names. The excitement is contagious. Dick Kim is rapidly becoming a figure of note in the world of letters.

Who knows what will happen after the dust settles and the excitement dies? I predict that Dick will write more books and go on to more successes. I feel confident that in him Middlebury may claim among its sons a distinguished and perhaps major figure in American writing. Middlebury did not produce him, nor did John Hopkins, Iowa State, or Harvard. No teacher of writing can produce or even change a major talent. God, Dick's own character, war, hard and bitter experience, a first class intelligence, and above all a driving knowledge that he has something worth saying—asking—and an equal determination to say it, have produced Richard E. Kim, novelist. Middlebury did, however, prepare him well for his further work by giving him the background and insights without which any writing talent is curtailed. After Middlebury, Dick was able to perform creditably in the graduate schools of three major universities. All of us at Middlebury can think of him with pride and hope. I know we all wish him the very best of good fortune in the distinguished career that may well lie ahead of him.

FOR BOOK REVIEWS SEE OVERLEAF

# BOOKS
# Middlebury

Dr. John H. Clagett of the English Department, and himself an author, tells about the undergraduate days of Richard Eum-kook Kim at Middlebury College, and reviews *The Martyred*, one of the most significant books of the season. Currently in its fourth printing, the book is selling 1,000 copies a day.

Three other books of literary merit by Middlebury graduates are reviewed by Professor Reginald L. Cook, '24. These three books are: *Hawthorne: A Critical Study*, by Hyatt Waggonner, '35; *Quest For America*, 1810–1824, by Charles L. Sanford, ed., '42; and, *Edmund Burke, Selected Writings and Speeches*, by Peter J. Stanlis, ed., '42.

Five books by Alumni are reviewed by The News Letter following Professor Cook's reviews.

Richard Eum-kook Kim came to Middlebury College in 1955, leaving behind him the searing experience of the Korean War, in which he served with distinction, twice wounded in action, and decorated. An American general assisted him in coming to Middlebury College, hoping to give this able, but sad and exhausted, young man a new life. Kim's father and grandfather, Christian ministers, had died for their faith in Manchuria and North Korea. With those memories behind him, Dick Kim was vastly different from the carefree young men and women with whom he entered college.

I first came to know Dick when he enrolled in English 28.1, Expository Writing, during his junior year. In this term of factual writing, he impressed me as a very intelligent and hard working student who was rapidly overcoming a language barrier in his writing of English. Indeed, I noticed that, in his slow, careful precision in choosing words and expressing meanings, he was producing better writing than most of my American students. In the second term, Imaginative Writing, Dick's writing began truly to stand out. His first piece of work, a somber novellette called *Two Crosses for A Grave*, indicated that Dick Kim was potentially a writer of real merit and possible future distinction. I told him so. He wrote further. During his senior year, he enrolled in English 38.1 and 2, Advanced Literary Composition. During this course, in a period of thirty days that included the Christmas vacation, while he lived almost alone in the Chi Psi house on soup and hope, Dick composed his first novel, *Ararang Fantasia*. It was a very good novel. As he read it chapter by chapter to the class, everyone hung on his words with rapt attention. A pretty and exceedingly nice student named Penelope Groll was particularly attentive, perhaps even proud. I felt something like awe. Myself a writer, of sorts, it was an exciting experience to see a talent of major proportions unfolding.

At the end of the year, I had Dick send the novel to my agent, Paul R. Reynolds & Son in New York, one of the best and most respected Literary Agencies in this country. Paul Reynolds and Oliver Swan confirmed my belief, and accepted the book for circulation, and its author as a client. They thought the book was publishable, and they predicted that its author had, possibly, a great future ahead of him as a writer. Later, after three publishers had rejected the book—not an uncommon experience for even a very fine book—Dick withdrew it from the market. I did not then understand why.

During his final year at Middlebury, Dick dropped his Political Science major, telling me that he intended to devote his time to writing, at least until he found out whether he could be a writer or not. I assured him that he could. After the end of the school year of 1958–59, armed

No less than Hawthorne, Waggoner not only knows how to value the little circle of light, but, as one of our important scholar-critics, he stands inside it irradiating Hawthorne, himself, and ourselves.

*Quest for America*, 1810–1824, by Charles L. Sanford, ed., '42. Anchor Books, 1964.

In a carefully organized and admirably introduced volume of documentary selections from native writings between 1810–1824, Dr. Sanford, associate professor of Language and Literature at Rensselaer Polytechnic Institute, competes on equal terms with such excellent Anchor books in the American field as Perry Miller's *The American Puritans* and *The American Transcendentalists*.

The theme of *Quest for America* is simple and provocative. The period 1810–1824 marks "an important turning point in American civilization"; the unified agrarian society gave way to restlessness and insecurity, familiar characteristics of an incipient technological society. In *Quest for America* the quality of national life in this epoch is defined, evidences of its varied expressions are given full play, and the themes "of dispersion, expansion, and change" are effectively developed. The illustrative documents are unhackneyed; the plates are illuminating; the prefatory comments are both informed and perceptive.

*Quest for America* requires the student of American culture to readjust his "sights," and learn to juxtapose "the two worlds of the disappearing frontier and civilized progress" when the need of "some kind of reconciliation of traditional values and native self-expression" is imperative. Dr. Sanford's *Quest for America* is surely successful in making a reader realize this urgency, but it is also intellectually exciting in its innumerable insights. In its picture of a hitherto somewhat neglected epoch, this original volume stimulates interest not only in an earlier time but in the problems paralleling our own.

*Edmund Burke: Selected Writings and Speeches*, by Peter J. Stanlis, ed., '42. Anchor Books, 1963.

Dr. Stanlis, professor of English at the University of Detroit, has edited this rich representative anthology of Burke's writings in a masterly way. The stages in Burke's development are included with ample excerpts to indicate what a great writer of English prose and brilliant thinker Burke was.

The introduction is an orderly, detailed, and thorough account of Burke's life, his legal brilliance, his literary and political careers, his prose style, his relationship to the French Revolution, and a searching analysis of his political philosophy. In the latter section of the introduction, Dr. Stanlis rallies evidence to reverse the commonly accepted interpretation of Burke as a utilitarian-positivist. His counter-contention claims that the Natural Law was the ultimate moral foundation of Burke's political philosophy, that Burke was *not* an empiricist, utilitarian, or pragmatist but "in principle and practise (he) was one of the most eloquent and profound defenders of Natural Law morality and politics in Western civilization." This volume, as a whole, is a brilliant addition to the fine Anchor series, compiled and introduced by the founder and director of the Burke Society of America and co-editor of *The Burke Newsletter*. Each of us could learn much in re-reading the Speech on Conciliation, the addresses on the impeachment of Warren Hastings, and especially, the fine grouping of materials on the French Revolution and the excerpt from Burke's great *Reflections*. The introduction alone is worth the cost of the volume.

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Several Middlebury alumni appear in this column with great regularity. Two of these are represented again in this issue.

W. Storrs Lee, '28, has given us a new book on California—*The Great California Deserts*, published by Putnam. A worthy successor to his other regional books, this one includes an account of the first expedition across the California deserts by Spanish missionaries and settlers in 1775; tales of adventurers who participated in the gold and silver strikes; accounts of the building of aqueducts, canals, and railroads which have transformed these barren wastes into the richest citrus land in the country. The Mojave, the Colorado Desert, and Death Valley are rich in folklore, human drama and historical significance —all of which comes alive in the able hands of Mr. Lee.

Another "regular" in this column is Robert L. Duffus, '38, whose newest book is *Nostalgia USA*, published by Norton. The amusing sub-title gives a clue to its contents: *If You Don't Like the 1960's Why Don't You Go Back Where You Came From?* Some of his books of memoirs have been characterized as "nostalgic," so Mr. Duffus here tries to decide if he would really like to return to the year 1900. He weighs the advances we have made in medical care, education, etc. against some things we have lost, notable among which he considers "the right to be let alone." Though Mr. Duffus never succeeds in answering the question he posed, he provides the reader with some delightful reading as he weighs the pros and cons.

Adrian Coulter Leiby, '25, a lawyer by profession, a student of history by avocation, has written an account of the Revolutionary War entitled *The Revolutionary War in the Hackensack Valley*, published by Rutgers University. A native of New Jersey, the author is here concerned with the Jersey Dutch and their Tory enemies during the years 1775–1783. This scholarly work is thoroughly documented from primary sources and is of interest to the historian and the genealogist alike for its wealth of detail on the period and the men and women who played roles in it.

Two novels, each the study of a man, each with a one-word title, though otherwise quite different, are *The Surgeon* and *The Governor*.

The first of these, by William Charles Heinz, '37, was a Literary Guild selection, published by Doubleday and reviewed in the Spring 1963 NEWS LETTER. Mr. Heinz, a former newspaper reporter, here combines his talent for reporting with that of the novelist and takes the reader through a day in the life of a thoracic surgeon. The result is an exciting, moving story, rich in detail and drama, which succeeds in deeply involving the reader in the human and professional problems faced by the doctor.

*The Governor*, by Peter S. Jennison, '47, published by Morrow, described as "a novel of the uses of power in America today," is the story of a Commencement weekend at Windon College in Vermont where the ex-governor, Chairman of the Board of the College, tangles with an influential Board member and the head of the Nuclear Power Administration over the installation of a prototype reactor at the College. Packed with action, the book is also a shrewd and penetrating study of human emotions in conflict.

*The Martyred.* Richard E. Kim. George Braziller, New York. 316 pp.

Here is a book that stands out among the welter of contemporary writing as Cape Horn stands, black and relentless, above the endless waves of the southern sea. *The Martyred* carries within it a feeling of permanence, like the great rock. It too may become a landmark through the years.

Richard Kim's book is that rare creation, a gripping and exciting story that yet possesses a universality of theme, a depth of comprehension, and an importance that combine to make reading it a compulsively exciting experience. It is filled with despair and desolation. Suffering is one of its constant preoccupations; question is its mood; agony is its accompaniment; and hope its final resolution. This hope is undefined and vague. The narrator finds a group of forlorn refugees humming a song of homage under the starry dome of the night sky. "And with a wondrous lightness of heart, hitherto unknown to me, I joined them."

God, religion, and man are the triple themes of the novel, placed against the grey desolation of war not because it is a war novel, but because war lays bare the secret nerves and instincts of men. Greyness, cold, swirling snow, death, sickness, and a bell ringing without man's hand from a ruined church spire are the symbols of the book. Fourteen Christian ministers have been taken by the Communists in the city of Pyong Yang, capitol of North Korea. When the Americans and the South Koreans arrive, they find that twelve of the fourteen have been shot. Two have survived. Why?

That is the question posed to the narrator, Captain Lee, a Korean officer, as Richard Kim was, with the Intelligence Branch of the Korean Army. In his search for the answer, Lee becomes involved with Mr. Shin, one of the two survivors. Shin is the enigmatic key figure of the book through whom the questions are asked. They are not answered. Mr. Shin, himself a martyr, sacrifices his own public integrity for the spiritual integrity of the martyred, yet in the end he confesses his own lack of faith to the narrator. He says that it is for the suffering people, for those dying in sickness, cold, hunger, and utter hopelessness, that the after life of reward must exist. He has tried to give the people that hope. Pressed by Captain Lee as to his own faith, he says:

"All my life I have searched for God, Captain," he whispered, "but I found only man with all his sufferings . . . and death, inexorable death!"

"And after death?"

"Nothing!" he whispered. "Nothing!"

Yet Mr. Shin sacrifices himself for this nothing. Was he the resurrection of Christ, giving man hope in a hopeless world? Was he simply a man, forced by love for his fellow man to sacrifice his own manhood and life? What was Mr. Shin?

In the end the reader doesn't know.

He does know, however, when he closes the book, the bell pealing still in his mind, wind-tolled against the grey sky, that he has undergone an experience that will leave him changed.

In this book symbolism is used as it should be—to express the inexpressible. In the end the reader may say, "What does it mean?" He will not say, "It means nothing."

This is a story of man's eternal search. It poses the question of the ages. It accuses, but it also liberates. In addition *The Martyred* is a moving story that demands to be followed to the end. It also is a lasting and worthwhile work of literary accomplishment.

*Hawthorne: A Critical Study*, Revised Edition, by Hyatt H. Waggoner, '35. The Belknap Press, Cambridge, 1963.

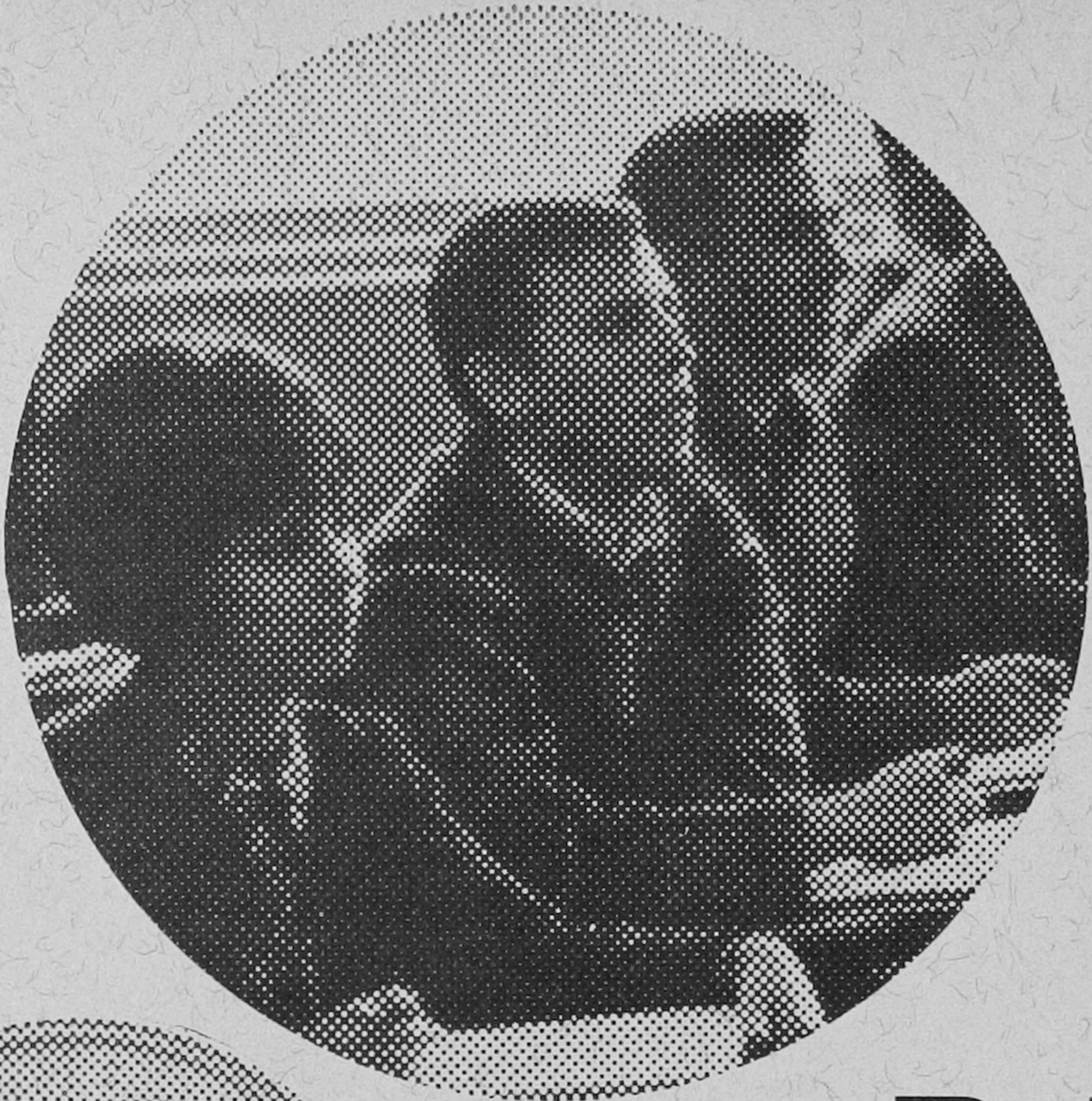
One of the excellent scholarly publications in 1963 is the revised edition of Hyatt Waggoner's *Hawthorne: A Critical Study*, published by the Belknap Press of Harvard University. In a brief and disarmingly honest preface, Dr. Waggoner, professor of English and chairman of American Civilization Studies at Brown University, tells us in making the revision he found much that no longer satisfied him and "some parts" that positively embarrassed him. Whatever these were, they never stood in the way of one of the best books on Nathaniel Hawthorne in American scholarly letters. In the second edition there are neither changes in structural development nor in essential viewpoint toward Hawthorne as man and artist. Yet there are notable changes throughout the general discussion, and especially in the chapter on *The Marble Faun.* He contends Hawthorne's "whole career" had prepared him to write *The Marble Faun* and shows us how this is true. But he does not give much ground in finding the novel wanting. "There is," as he says, "a very large gap in it between intended and achieved meaning." And there is also too much about Rome and art. This novel should have represented the culmination of Hawthorne's writing. Yet it remains, at best, a "rewarding failure" on the thematic level, and it is, in Waggoner's critical appraisal, inferior to *The Scarlet Letter* and *The House of the Seven Gables*, and even "less consistently interesting" than *The Blithedale Romance.*

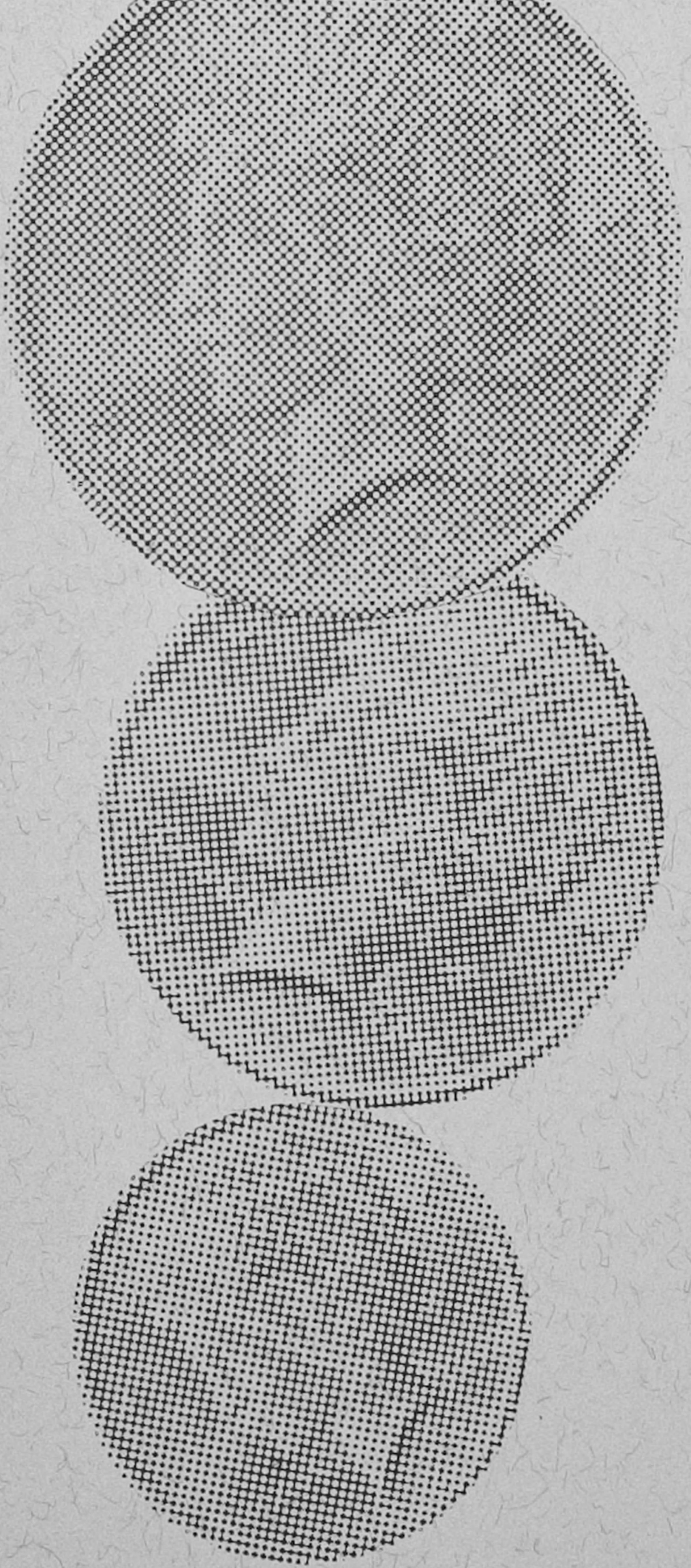
Standing within the "magic circle" of those who have Melville's "Infinite fraternity of feeling," Waggoner's sympathetic insight and intimate knowledge gives him a rare vantage ground. By examining closely Hawthorne's story collections and the novels, published and unpublished, Waggoner shows us how Hawthorne created "a form, a language, and a meaning" in his writings. He identifies the peculiar quality of Hawthorne's form, pervading the combinations of parable, allegory, legend, sketch, and romance as *mythopoetic.* He finds Hawthorne's language, which had to be created, most idiosyncratic in the symbolic use of emblems and types to express significant form. Yet, as Waggoner says so truly, his style was "a little old-fashioned even when he wrote it." Distinguishing Hawthorne's style from our own, he writes: "It is a formal, public, 'literary' style" and this differs from "the private, undressed, colloquial, imagistic style modern writing has taught us to prefer." What Hawthorne's style does best is to express his characteristic "double, ironic vision."

In interpreting Hawthorne's special artistic problems of form and language, Waggoner is clarifying. But it is when he discusses the meaning of the great New England writer that he is most revealing and provocative. "If Bunyan had read Hawthorne," he says, "he might have put him in one of his own allegories and called him Mr. Shaky-faith." This is apt when we recall Hawthorne's irresolution in belief and yet his clear convictions. "Mr. Shaky-faith: the doubt is real and the faith genuine." In creative conflict, doubt and faith do indeed give Hawthorne's work "its distinctive shape and quality."

The particular stress which identifies Waggoner's view is "the special character of (Hawthorne's) religious belief." In an admirable summary, he says: "In religious terms, Hawthorne seemed to find himself faced with a choice between Bunyan's faith and utter meaninglessness. . . . He refused the choice. . . . The true faith . . . would be more like Bunyan's . . . but it would take account of things Bunyan did not know. The faith could perhaps be preserved if its form were purified." So Hawthorne, following Waggoner's searching thesis, expressed the vision of faith without committing himself to religious literalism, and transformed "traditional allegory into mythopoetic art."

It is the aspect of "modernity" which makes Waggoner's study of Hawthorne so valuable to us today. The "existentially oriented" Hawthorne points directly toward such writers as James, Conrad, Kafka, and Faulkner in whom the modern reader finds illuminated "the little circle of light in the darkness of human life."





# The Money Behind Our Colleges

ARE AMERICA'S colleges and universities in good financial health—or bad?

Are they pricing themselves out of many students' reach? Or can—and should—students and their parents carry a greater share of the cost of higher education?

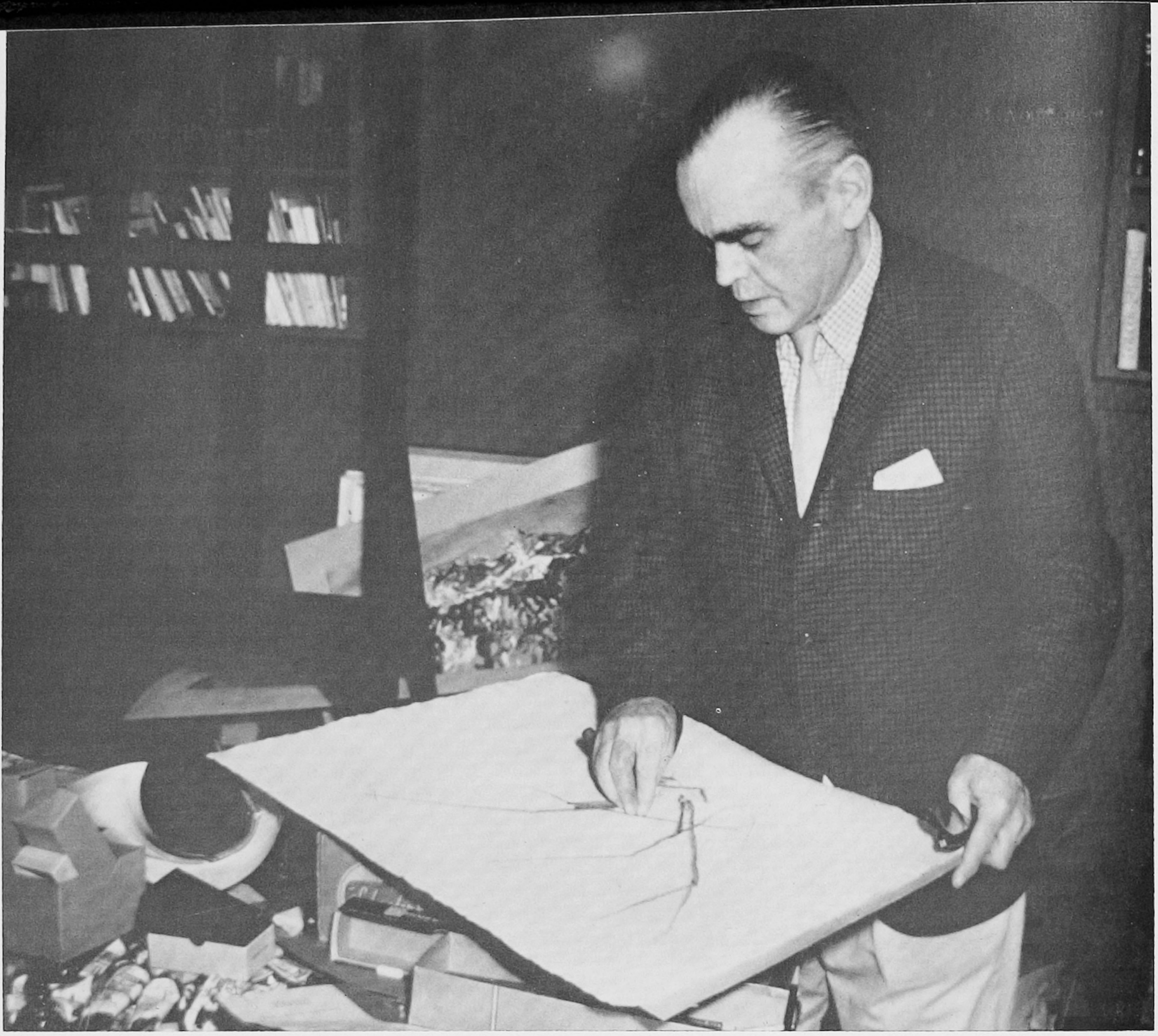
Can state and local governments appropriate more money for higher education? Or is there a danger that taxpayers may "revolt"?

Does the federal government—now the third-largest provider of funds to higher education—pose a threat to the freedom of our colleges and universities? Or is the "threat" groundless, and should higher education seek even greater federal support?

Can private donors—business corporations, religious denominations, foundations, alumni, and alumnae—increase their gifts to colleges and universities as greatly as some authorities say is necessary? Or has private philanthropy gone about as far as it can go?

There is no set of "right" answers to such questions. College and university financing is complicated, confusing, and often controversial, and even the administrators of the nation's institutions of higher learning are not of one mind as to what the best answers are.

One thing is certain: financing higher education is not a subject for "insiders," alone. Everybody has a stake in it.



# Middlebury's Long-Time Faculty

## ARTHUR K. D. HEALY

*By* Deborah S. Crehan, '64

There is a touch of the poet about Arthur K. D. Healy. You see it in the flower he often wears in his lapel. Or in the Irish wit that enlivens his lectures and his conversation.

The chairman of Middlebury's Department of Fine Arts blends a broad knowledge of his subject and artistic skill with the unique Celtic magic long remembered by former students.

A graduate of Princeton with a M.F.A. from this university's school of architecture, Mr. Healy came to Middlebury in 1943.

People who have attended his classes praise his ability as a teacher. They note the way he integrates art with the historical and sociological background of the time. They admire the freshness and vividness of his presentation. He rarely uses notes. He makes things come alive. He seems to have respect and affection for his students, who in turn hold him in warm esteem.

But Mr. Healy is more than a professor. He is also a scholar, a painter, an architect, an author, and a sportsman.

Over a period of years, he has won many prizes for his distinctive landscapes and sporting scenes in water color. He has exhibited in twelve one-man shows in Boston and New York, and in exhibitions throughout the United States, in England, and in Italy. In addition, water colors (*Please turn to page 53*)

9.4% was other educational and general income, including income from endowments.

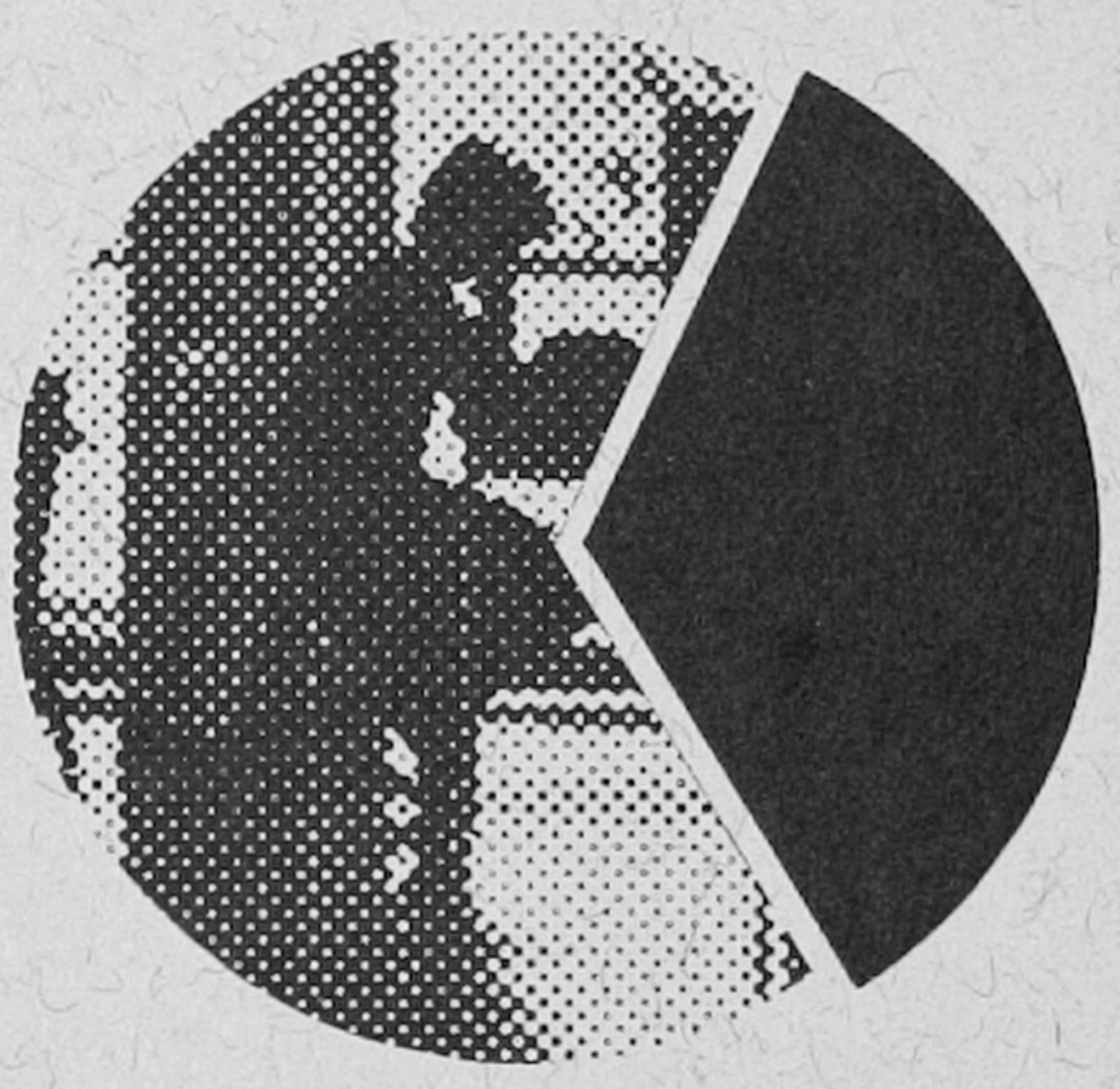
17.5% came from auxiliary enterprises, such as dormitories, cafeterias, and dining halls.

1.6% was student-aid income.

Such a breakdown, of course, does not match the income picture at any actual college or university. It includes institutions of many shapes, sizes, and financial policies. Some heat their classrooms and pay their professors largely with money collected from students. Others receive relatively little from this source. Some balance their budgets with large sums from governments. Others not only receive no such funds, but may actively spurn them. Some draw substantial interest from their endowments and receive gifts and grants from a variety of sources.

"There is something very reassuring about this assorted group of patrons of higher education," writes a college president. "They are all acknowledging the benefits they derive from a strong system of colleges and universities. Churches that get clergy, communities that get better citizens, businesses that get better employees—all share in the costs of the productive machinery, along with the student . . . ."

In the campus-to-campus variations there is often a deep significance; an institution's method of financing may tell as much about its philosophies as do the most eloquent passages in its catalogue. In this sense, one should understand that *whether* a college or university receives enough income to survive is only part of the story. *How* and *where* it gets its money may have an equally profound effect upon its destiny.



**PRIVATE INSTITUTIONS:**
34.3% of their income
comes from student fees.

# from Students

# 20.7 per cent

Last fall, some 4.4 million young Americans were enrolled in the nation's colleges and universities—2.7 million in public institutions, 1.7 million in private.

For most of them, the enrollment process included a stop at a cashier's office, to pay tuition and other educational fees.

How much they paid varied considerably from one campus to another. For those attending public institutions, according to a U.S. government survey, the median in 1962–63 was $170 per year. For those attending private institutions, the median was $690—four times as high.

There were such differences as these:

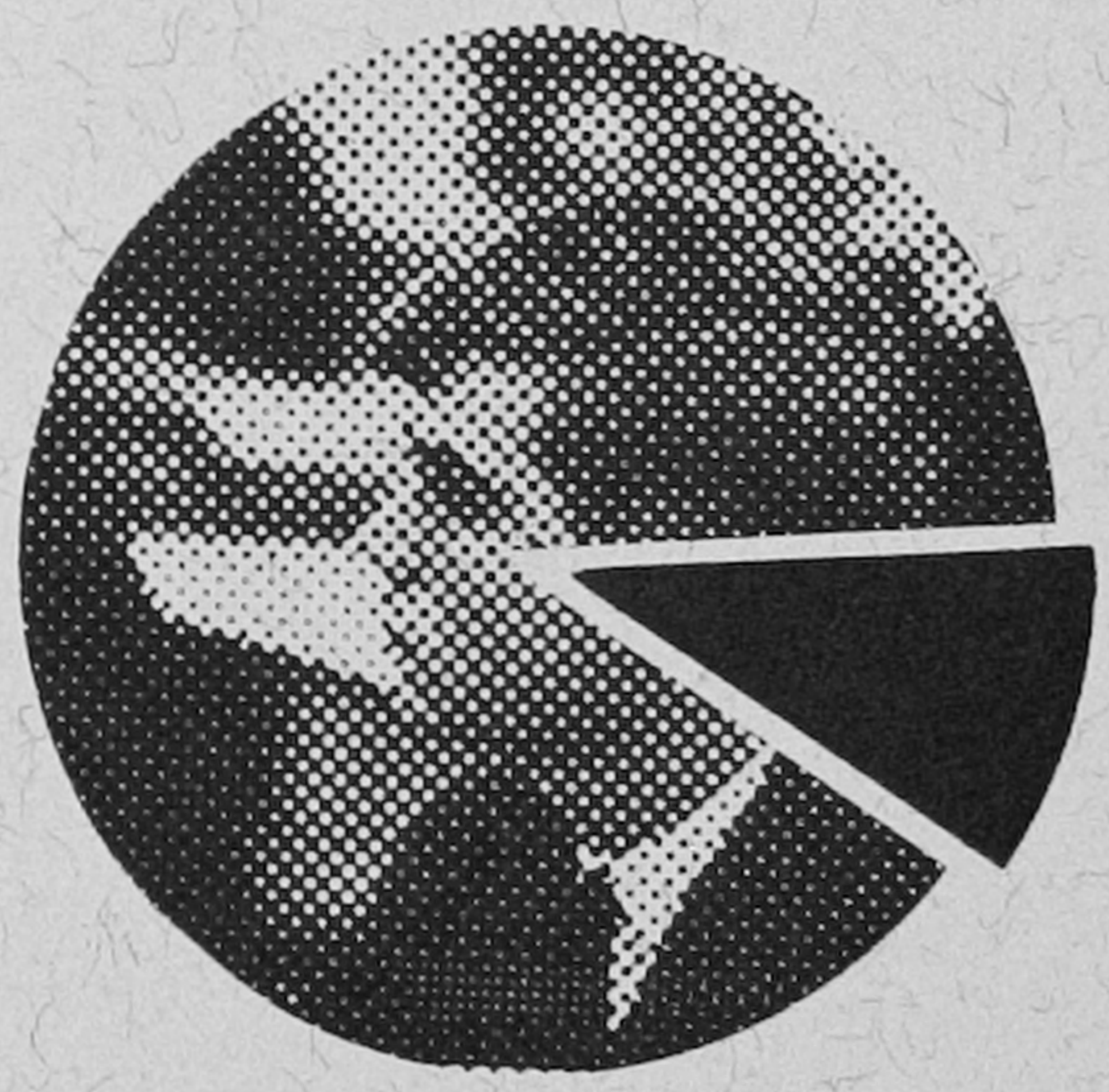
In public universities, the median charge was $268.

In public liberal arts colleges, it was $168.

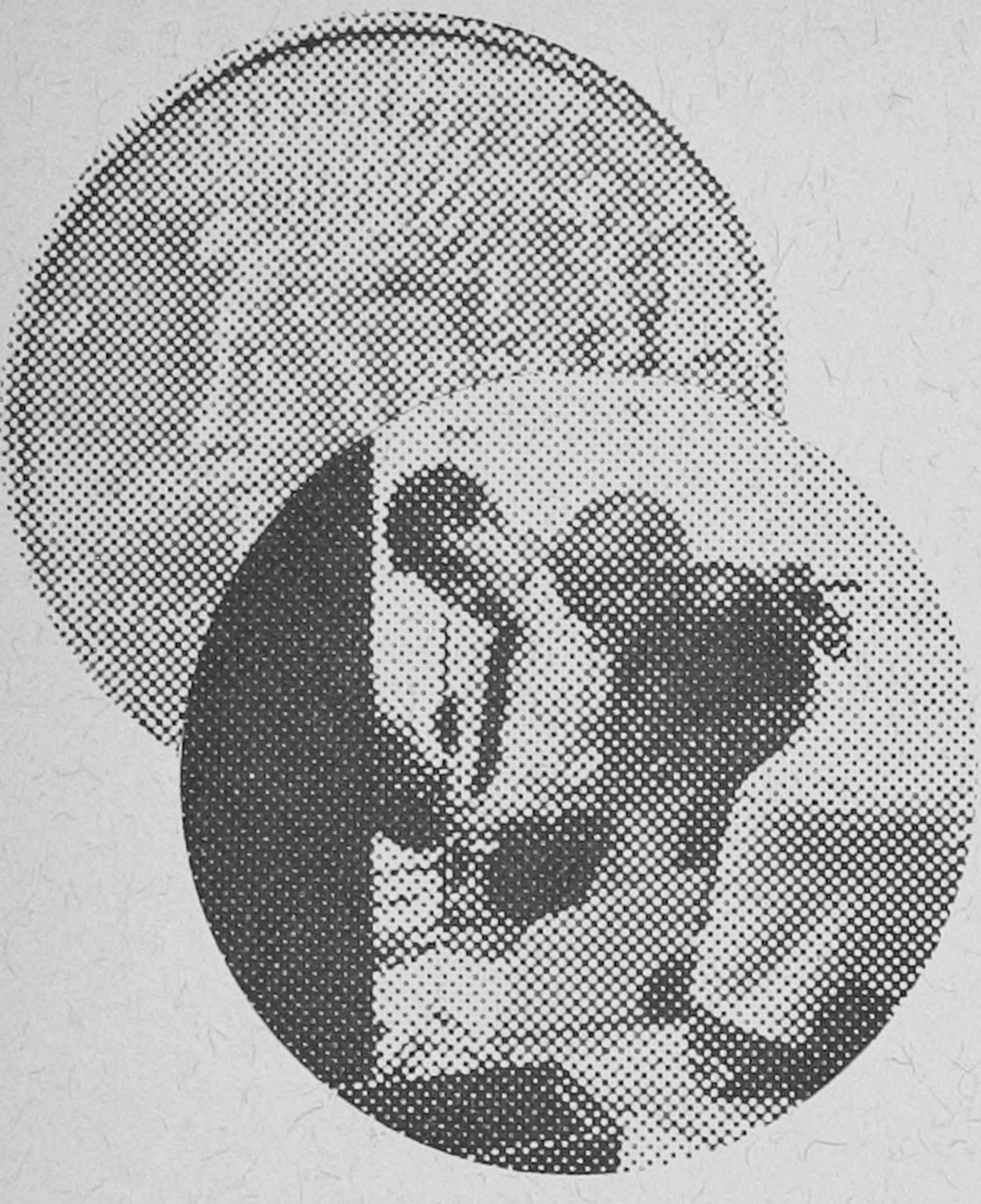
In public teachers colleges, it was $208.

In public junior colleges, it was $113.

**Such educational fees, which do not include charges for meals or dormi-**



**PUBLIC INSTITUTIONS:**
10% of their income
comes from student fees.



# Where U.S. colleges and universities get their income

THESE DAYS, most of America's colleges and universities manage to make ends meet. Some do not: occasionally, a college shuts its doors, or changes its character, because in the jungle of educational financing it has lost the fiscal fitness to survive. Certain others, qualified observers suspect, hang onto life precariously, sometimes sacrificing educational quality to conserve their meager resources. But most U.S. colleges and universities survive, and many do so with some distinction. On the surface, at least, they appear to be enjoying their best financial health in history.

The voice of the bulldozer is heard in our land, as new buildings go up at a record rate. Faculty salaries in most institutions—at critically low levels not long ago—are, if still a long distance from the high-tax brackets, substantially better than they used to be. Appropriations of state funds for higher education are at an all-time high. The federal government is pouring money into the campuses at an unprecedented rate. Private gifts and grants were never more numerous. More students than ever before, paying higher fees than ever before, crowd the classrooms.

How real is this apparent prosperity? Are there danger signals? One purpose of this report is to help readers find out.

HOW DO colleges and universities get the money they run on? By employing a variety of financing processes and philosophies. By conducting, says one participant, the world's busiest patchwork quilting-bee.

U.S. higher education's balance sheets—the latest of which shows the country's colleges and universities receiving more than $7.3 billion in current-fund income—have been known to baffle even those men and women who are at home in the depths of a corporate financial statement. Perusing them, one learns that even the basic terms have lost their old, familiar meanings.

"Private" institutions of higher education, for example, receive enormous sums of "public" money—including more federal research funds than go to all so-called "public" colleges and universities.

And "public" institutions of higher education own some of the largest "private" endowments. (The endowment of the University of Texas, for instance, has a higher book value than Yale's.)

When the English language fails him so completely, can higher education's balance-sheet reader be blamed for his bafflement?

IN A RECENT year, U.S. colleges and universities got their current-fund income in this fashion:

20.7% came from student tuition and fees.
18.9% came from the federal government.
22.9% came from state governments.
2.6% came from local governments.
6.4% came from private gifts and grants.

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"Why should taxpayers, most of whom have not had the advantage of college education, continue to subsidize students in state-supported universities who have enrolled, generally, for the frank purpose of eventually earning more than the average citizen?"

An editor in Omaha had similar questions:

"Why shouldn't tuition cover more of the rising costs? And why shouldn't young people be willing to pay higher tuition fees, and if necessary borrow the money against their expected earnings? And why shouldn't tuition charges have a direct relationship to the prospective earning power—less in the case of the poorer-paid professions and more in the case of those which are most remunerative?"

Such questions, or arguments-in-the-form-of-questions, miss the main point of tax-supported higher education, its supporters say.

"The primary beneficiary of higher education is society," says a joint statement of the State Universities Association and the Association of State Universities and Land-Grant Colleges.

"The process of making students pay an increasing proportion of the costs of higher education will, if continued, be disastrous to American society and to American national strength.

"It is based on the theory that higher education benefits only the individual and that he should therefore pay immediately and directly for its cost—through borrowing if necessary. . . .

"This is a false theory. . . . It is true that great economic and other benefits do accrue to the individual, and it is the responsibility of the individual to help pay for the education of others on this account—through taxation and through voluntary support of colleges and universities, in accordance with the benefits received. But even from the narrowest of economic standpoints, a general responsibility rests on society to finance higher education. The businessman who has things to sell is a beneficiary, whether he attends college or not, whether his children do or not . . . ."

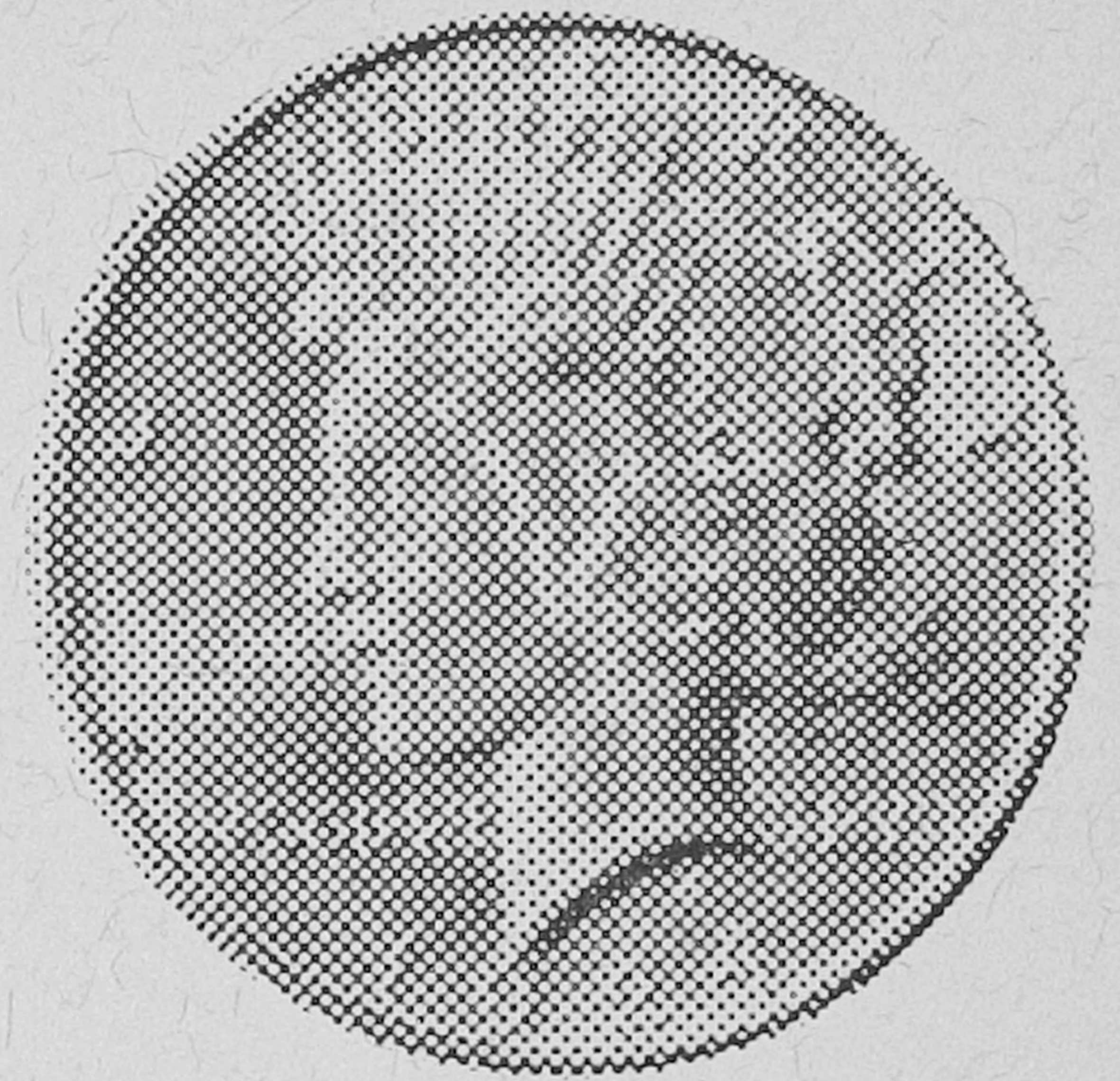
Says a university president: "I am worried, as are most educators, about the possibility that we will price ourselves out of the market."

For private colleges—already forced to charge for a large part of the cost of providing higher education—the problem is particularly acute. As costs continue to rise, where will private colleges get the income to meet them, if not from tuition?

After studying 100 projections of their budgets by private liberal arts colleges, Sidney G. Tickton, of the Fund for the Advancement of Education, flatly predicted:

"Tuition will be much higher ten years hence."

Already, Mr. Tickton pointed out, tuition at many private colleges is beyond the reach of large numbers of students, and scholarship aid isn't large enough to help. "Private colleges are beginning to realize that they haven't been taking many impecunious students in recent years. The figures show that they can be expected to take an even smaller proportion in the future.



## Or should students carry a heavier share of the costs?

CONTINUED

**tory rooms, brought the nation's public institutions of higher education a total of $415 million—one-tenth of their entire current-fund income.**

By comparison:

In private universities, the median charge was $1,038.

In private liberal arts colleges, it was $751.

In private teachers colleges, it was $575.

In private junior colleges, it was $502.

**In 1961-62, such student payments brought the private colleges and universities a total of $1.1 *billion*—more than *one-third* of their entire current-fund income.**

From all students, in all types of institution, America's colleges and universities thus collected a total of *$1.5 billion* in tuition and other educational fees.

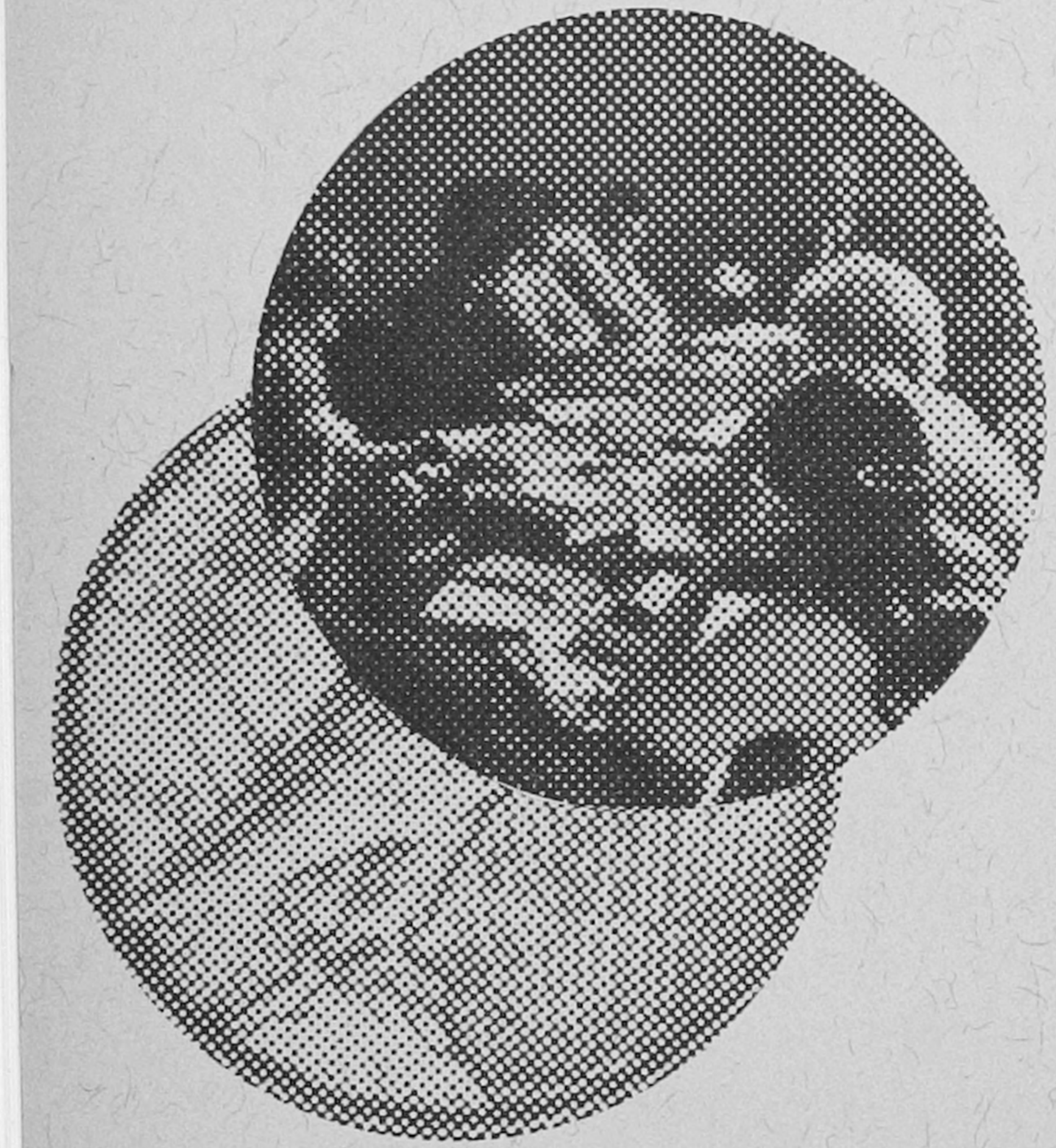
## Are tuition charges becoming too burdensome?

"No nation puts more stock in maximum college attendance by its youth than does the United States," says an American report to an international committee. "Yet no nation expects those receiving higher education to pay a greater share of its cost."

The leaders of both private and public colleges and universities are worried by this paradox.

**Private-institution leaders are worried** because they have no desire to see their campuses closed to all but the sons and daughters of well-to-do families. But, in effect, this is what may happen if students must continue to be charged more than a third of the costs of providing higher education—costs that seem to be eternally on the rise. (Since one-third is the average for *all* private colleges and universities, the students' share of costs is lower in some private colleges and universities, considerably higher in others.)

**Public-institution leaders are worried** because, in the rise of tuition and other student fees, they see the eventual collapse of a cherished American dream: equal educational opportunity for all. Making students pay a greater part of the cost of public higher education is no mere theoretical threat; it is already taking place, on a broad scale. Last year, half of the state universities and land-grant institutions surveyed by the federal government reported that, in the previous 12 months, they had had to increase the tuition and fees charged to home-state students. More than half had raised their charges to students who came from other states.



Can the rise in tuition rates be stopped—at either public or private colleges and universities?

A few vocal critics think it should not be; that tuition should, in fact, go up. Large numbers of students can afford considerably more than they are now paying, the critics say.

"Just look at the student parking lots. You and I are helping to pay for those kids' cars with our taxes," one campus visitor said last fall.

Asked an editorial in a Tulsa newspaper:

moved west, each new state received two townships of land from the federal government, to support an institution of higher education.

But the true flourishing of publicly supported higher education came after the Civil War. State universities grew. Land-grant colleges were founded, fostered by the Morrill Act of 1862. Much later, local governments entered the picture on a large scale, particularly in the junior-college field.

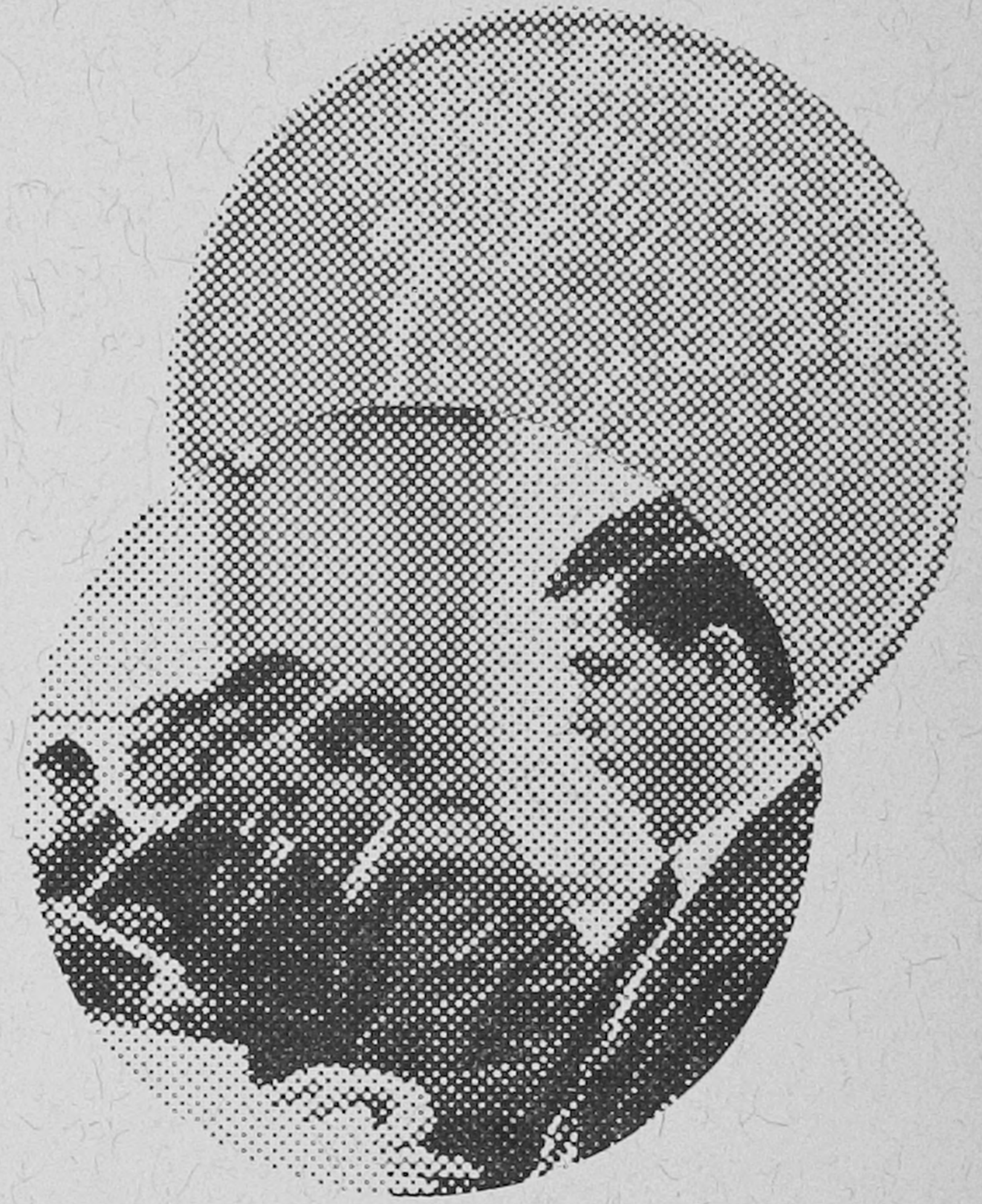
Today, the U.S. system of publicly supported colleges and universities is, however one measures it, the world's greatest. It comprises 743 institutions (345 local, 386 state, 12 federal), compared with a total of 1,357 institutions that are privately controlled.

Enrollments in the public colleges and universities are awesome, and certain to become more so.

As recently as 1950, half of all college and university students attended private institutions. No longer—and probably never again. Last fall, the public colleges and universities enrolled 60 per cent—one million more students than did the private institutions. And, as more and more young Americans go to college in the years ahead, both the number and the proportion attending publicly controlled institutions will soar.

By 1970, according to one expert projection, there will be 7 million college and university students. Public institutions will enroll 67 per cent of them.

By 1980, there will be 10 million students. Public institutions will enroll 75 per cent of them.



THE FINANCIAL implications of such enrollments are enormous. Will state and local governments be able to cope with them?

In the latest year for which figures have been tabulated, the current-fund income of the nation's public colleges and universities was $4.1 billion. Of this total, state and local governments supplied more than $1.8 billion, or 44 per cent. To this must be added $790 million in capital outlays for higher education, including $613 million for new construction.

In the fast-moving world of public-college and university financing, such heady figures are already obsolete. At present, reports the Committee for Economic Development, expenditures for higher education are the fastest-growing item of state and local-government financing. Between 1962 and 1968, while expenditures for all state and local-government activities will increase by about 50 per cent, expenditures for higher education will increase 120 per cent. In 1962, such expenditures represented 9.5 per cent of state and local tax income; in 1968, they will take 12.3 per cent.

Professor M.M. Chambers, of the University of Michigan, has totted up each state's tax-fund appropriations to colleges and universities (see list, next page). He cautions readers not to leap to interstate comparisons; there are too many differences between the practices of the 50 states to make such an exercise valid. But the differences do not obscure

## Will state taxes be sufficient to meet the rocketing demand?

CONTINUED

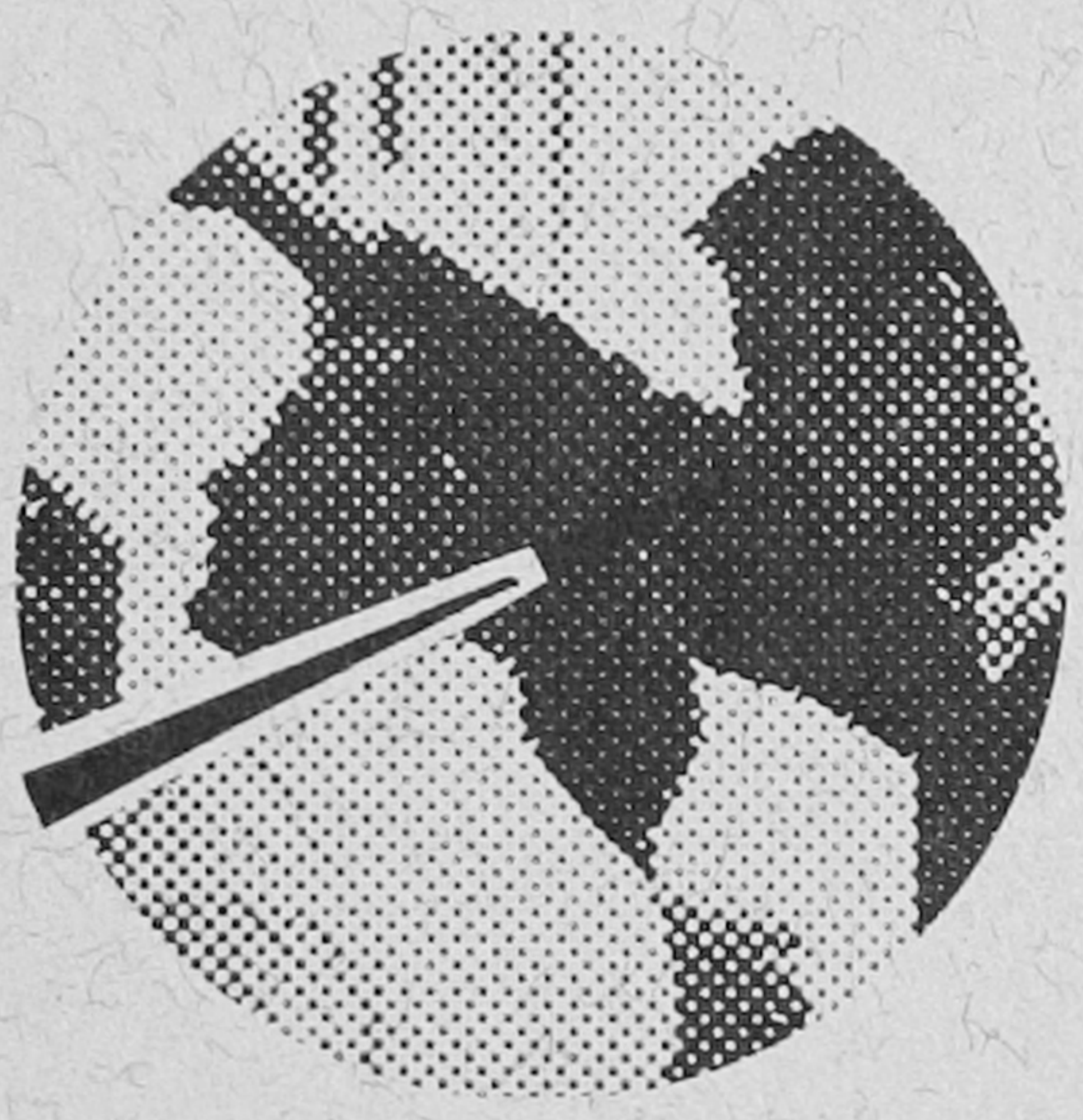
"The facts are indisputable. Private colleges may not like to admit this or think of themselves as educators of only the well-heeled, but the signs are that they aren't likely to be able to do very much about it in the decade ahead."

What is the outlook at public institutions? Members of the Association of State Colleges and Universities were recently asked to make some predictions on this point. The consensus:

They expect the tuition and fees charged to their home-state students to rise from a median of $200 in 1962–63 to $230, five years later. In the previous five years, the median tuition had increased from $150 to $200. Thus the rising-tuition trend would not be stopped, they felt—but it would be slowed.

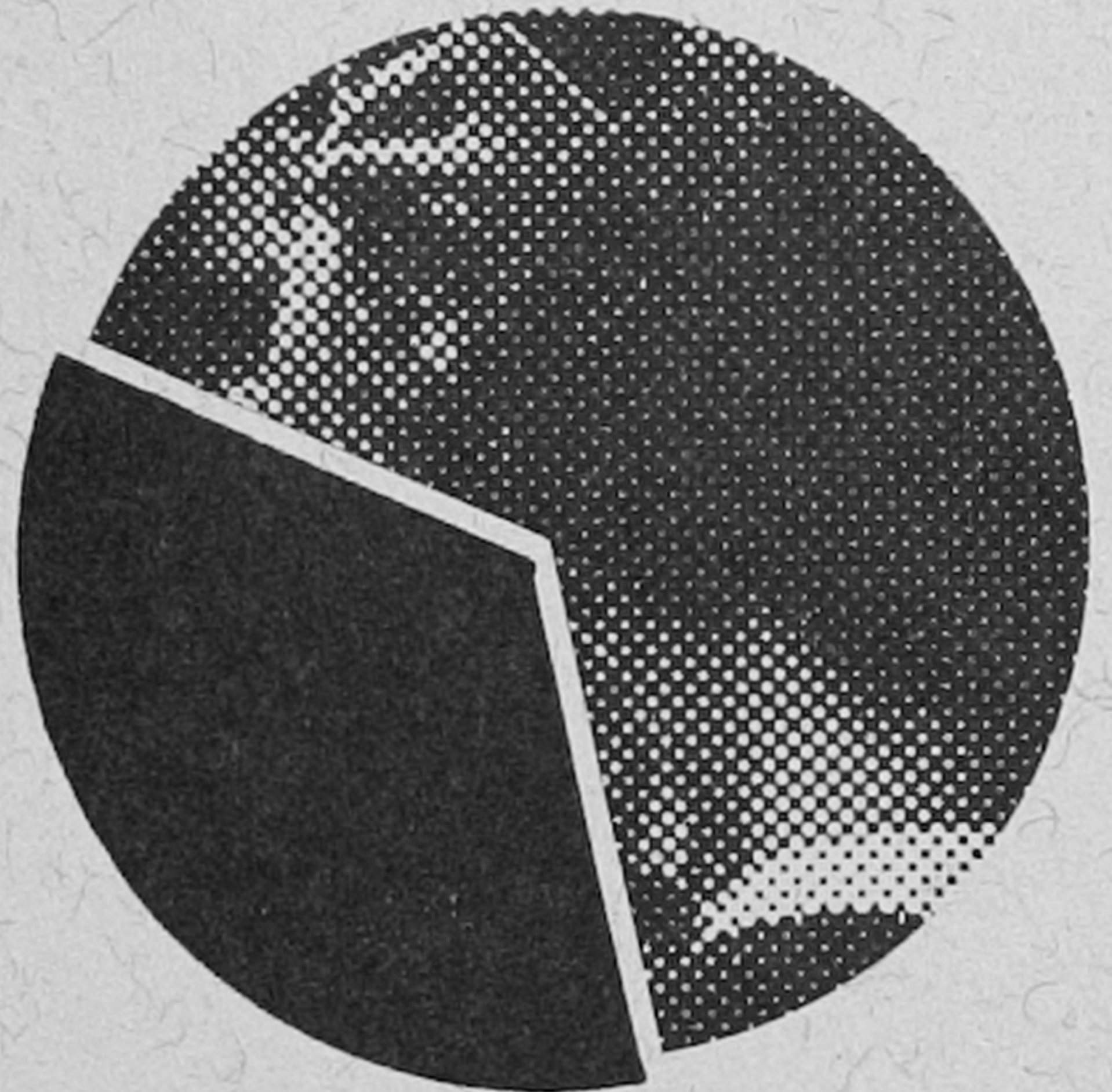
The only alternative to higher tuition, whether at public or private institutions, is increased income from other sources—taxes, gifts, grants. If costs continue to increase, such income will have to increase not merely in proportion, but at a faster rate—if student charges are to be held at their present levels.

What are the prospects for these other sources of income? See the pages that follow.



**PRIVATE INSTITUTIONS:**
**1.4% of their income**
**comes from the states.**

# 22.9 per cent from States



**PUBLIC INSTITUTIONS:**
**39.7% of their income**
**comes from the states.**

Colleges and universities depend upon many sources for their financial support. But one source towers high above all the rest: the American taxpayer.

The taxpayer provides funds for higher education through all levels of government—federal, state, and local.

**Together, in the most recent year reported, governments supplied 44.4 per cent of the current-fund income of all U.S. colleges and universities—a grand total of $3.2 billion.**

This was more than twice as much as all college and university students paid in tuition fees. It was nearly seven times the total of all private gifts and grants.

By far the largest sums for educational purposes came from state and local governments: $1.9 billion, altogether. (Although the federal government's over-all expenditures on college and university campuses were large—nearly $1.4 billion—all but $262 million was earmarked for research.)

States have had a financial interest in higher education since the nation's founding. (Even before independence, Harvard and other colonial colleges had received government support.) The first state university, the University of Georgia, was chartered in 1785. As settlers

"No one should know better than our alumni the importance of having society invest its money and faith in the education of its young people," Allan W. Ostar, director of the Office of Institutional Research, said recently. "Yet all too often we find alumni of state universities who are not willing to provide the same opportunity to future generations that they enjoyed. Our alumni should be leading the fight for adequate tax support of our public colleges and universities.

"If they don't, who will?"

To some Americans, the growth of state-supported higher education, compared with that of the private colleges and universities, has been disturbing for other reasons than its effects upon the tax rate.

One cause of their concern is a fear that government dollars inevitably will be accompanied by a dangerous sort of government control. The fabric of higher education, they point out, is laced with controversy, new ideas, and challenges to all forms of the status quo. Faculty members, to be effective teachers and researchers, must be free of reprisal or fears of reprisal. Students must be encouraged to experiment, to question, to disagree.

The best safeguard, say those who have studied the question, is legal autonomy for state-supported higher education: independent boards of regents or trustees, positive protections against interference by state agencies, post-audits of accounts but no line-by-line political control over budget proposals—the latter being a device by which a legislature might be able to cut the salary of an "offensive" professor or stifle another's research. Several state constitutions already guarantee such autonomy to state universities. But in some other states, college and university administrators must be as adept at politicking as at educating, if their institutions are to thrive.

Another concern has been voiced by many citizens. What will be the effects upon the country's private colleges, they ask, if the public-higher-education establishment continues to expand at its present rate? With state-financed institutions handling more and more students—and, generally, charging far lower tuition fees than the private institutions can afford—how can the small private colleges hope to survive?

President Robert D. Calkins, of the Brookings Institution, has said:

"Thus far, no promising alternative to an increased reliance on public institutions and public support has appeared as a means of dealing with the expanding demand for education. The trend may be checked, but there is nothing in sight to reverse it. . . .

"Many weak private institutions may have to face a choice between insolvency, mediocrity, or qualifying as public institutions. But enlarged opportunities for many private and public institutions will exist, often through cooperation.... By pooling resources, all may be strengthened.... In view of the recent support the liberal arts colleges have elicited, the more enterprising ones, at least, have an undisputed role for future service."

| | Fiscal 1963 | Change from 1961 | |
|---|---|---|---|
| Montana..... | $11,161,000 | −$ 70,000 | − 0.5% |
| Nebraska.... | 17,078,000 | + 1,860,000 | +12.25% |
| Nevada...... | 5,299,000 | + 1,192,000 | +29% |
| New Hampshire | 4,733,000 | + 627,000 | +15.25% |
| New Jersey... | 34,079,000 | + 9,652,000 | +39.5% |
| New Mexico.. | 14,372,000 | + 3,133,000 | +28% |
| New York.... | 156,556,000 | +67,051,000 | +75% |
| North Carolina | 36,532,000 | + 6,192,000 | +20.5% |
| North Dakota. | 10,386,000 | + 1,133,000 | +12.25% |
| Ohio......... | 55,620,000 | +10,294,000 | +22.5% |
| Oklahoma.... | 30,020,000 | + 3,000,000 | +11% |
| Oregon....... | 33,423,000 | + 4,704,000 | +16.25% |
| Pennsylvania. | 56,187,000 | +12,715,000 | +29.5% |
| Rhode Island. | 7,697,000 | + 2,426,000 | +46% |
| South Carolina | 15,440,000 | + 2,299,000 | +17.5% |
| South Dakota. | 8,702,000 | + 574,000 | + 7% |
| Tennessee.... | 22,359,000 | + 5,336,000 | +31.25% |
| Texas........ | 83,282,000 | +16,327,000 | +24.5% |
| Utah......... | 15,580,000 | + 2,441,000 | +18.5% |
| Vermont..... | 3,750,000 | + 351,000 | +10.25% |
| Virginia...... | 28,859,000 | + 5,672,000 | +24.5% |
| Washington... | 51,757,000 | + 9,749,000 | +23.25% |
| West Virginia. | 20,743,000 | + 3,824,000 | +22.5% |
| Wisconsin.... | 44,670,000 | + 7,253,000 | +19.5% |
| Wyoming..... | 5,599,000 | + 864,000 | +18.25% |
| TOTALS.... | $1,808,825,000 | +$357,499,000 | |
| WEIGHTED AVERAGE | | | +24.5% |

**CONTINUED**

the fact that, between fiscal year 1961 and fiscal 1963, all states except Alabama and Montana increased their tax-fund appropriations to higher education. The average was a whopping 24.5 per cent.

Can states continue to increase appropriations? No one answer will serve from coast to coast.

Poor states will have a particularly difficult problem. The Southern Regional Education Board, in a recent report, told why:

"Generally, the states which have the greatest potential demand for higher education are the states which have the fewest resources to meet the demand. Rural states like Alabama, Arkansas, Mississippi, and South Carolina have large numbers of college-age young people and relatively small per-capita income levels." Such states, the report concluded, can achieve educational excellence only if they use a larger proportion of their resources than does the nation as a whole.

A leading Western educator summed up his state's problem as follows:

"Our largest age groups, right now, are old people and youngsters approaching college age. Both groups depend heavily upon the producing, taxpaying members of our economy. The elderly demand state-financed welfare; the young demand state-financed education.

"At present, however, the producing part of our economy is composed largely of 'depression babies'—a comparatively small group. For the next few years, their per-capita tax burden will be pretty heavy, and it may be hard to get them to accept any big increases."

But the alternatives to more tax money for public colleges and universities—higher tuition rates, the turning away of good students—may be even less acceptable to many taxpayers. Such is the hope of those who believe in low-cost, public higher education.

EVERY projection of future needs shows that state and local governments must increase their appropriations vastly, if the people's demands for higher education are to be met. The capacity of a government to make such increases, as a California study has pointed out, depends on three basic elements:

1) The size of the "stream of income" from which the support for higher education must be drawn;

2) The efficiency and effectiveness of the tax system; and

3) The will of the people to devote enough money to the purpose.

Of these elements, the third is the hardest to analyze, in economic terms. It may well be the most crucial.

Here is why:

In their need for increased state and local funds, colleges and universities will be in competition with growing needs for highways, urban renewal, and all the other services that citizens demand of their governments. How the available tax funds will be allocated will depend, in large measure, on how the people *rank* their demands, and how insistently they make the demands known.

## State Tax Funds For Higher Education

| | Fiscal 1963 | Change from 1961 | |
|---|---|---|---|
| Alabama | $22,051,000 | −$346,000 | − 1.5% |
| Alaska | 3,301,000 | + 978,000 | +42% |
| Arizona | 20,422,000 | + 4,604,000 | +29% |
| Arkansas | 16,599,000 | + 3,048,000 | +22.5% |
| California | 243,808,000 | +48,496,000 | +25% |
| Colorado | 29,916,000 | + 6,634,000 | +28.25% |
| Connecticut | 15,948,000 | + 2,868,000 | +22% |
| Delaware | 5,094,000 | + 1,360,000 | +36.5% |
| Florida | 46,043,000 | + 8,780,000 | +23.5% |
| Georgia | 32,162,000 | + 4,479,000 | +21% |
| Hawaii | 10,778,000 | + 3,404,000 | +46% |
| Idaho | 10,137,000 | + 1,337,000 | +15.25% |
| Illinois | 113,043,000 | +24,903,000 | +28.25% |
| Indiana | 62,709,000 | +12,546,000 | +25% |
| Iowa | 38,914,000 | + 4,684,000 | +13.5% |
| Kansas | 35,038,000 | + 7,099,000 | +25.5% |
| Kentucky | 29,573,000 | + 9,901,000 | +50.25% |
| Louisiana | 46,760,000 | + 2,203,000 | + 5% |
| Maine | 7,429,000 | + 1,830,000 | +32.5% |
| Maryland | 29,809,000 | + 3,721,000 | +20.5% |
| Massachusetts | 16,503,000 | + 3,142,000 | +23.5% |
| Michigan | 104,082,000 | + 6,066,000 | + 6% |
| Minnesota | 44,058,000 | + 5,808,000 | +15.25% |
| Mississippi | 17,500,000 | + 1,311,000 | + 8% |
| Missouri | 33,253,000 | + 7,612,000 | +29.5% |

continued opposite

"It relies on them for training, in every conceivable field, of government personnel—both military and civilian."

THE FULL RANGE of federal-government relationships with U.S. higher education can only be suggested in the scope of this report. Here are some examples:

**Land-grant colleges** had their origins in the Morrill Land Grant College Act of 1862, when the federal government granted public lands to the states for the support of colleges "to teach such branches of learning as are related to agriculture and the mechanic arts," but not excluding science and classics. Today there are 68 such institutions. In fiscal 1962, the federal government distributed $10.7 million in land-grant funds.

**The armed forces** operate officers training programs in the colleges and universities—their largest source of junior officers.

**Student loans,** under the National Defense Education Act, are the major form of federal assistance to undergraduate students. They are administered by 1,534 participating colleges and universities, which select recipients on the basis of need and collect the loan repayments. In fiscal 1962, more than 170,000 undergraduates and nearly 15,000 graduate students borrowed $90 million in this way.

"The success of the federal loan program," says the president of a college for women, "is one of the most significant indexes of the important place the government has in financing private as well as public educational institutions. The women's colleges, by the way, used to scoff at the loan program. 'Who would marry a girl with a debt?' people asked. 'A girl's dowry shouldn't be a mortgage,' they said. But now more than 25 per cent of our girls have government loans, and they don't seem at all perturbed."

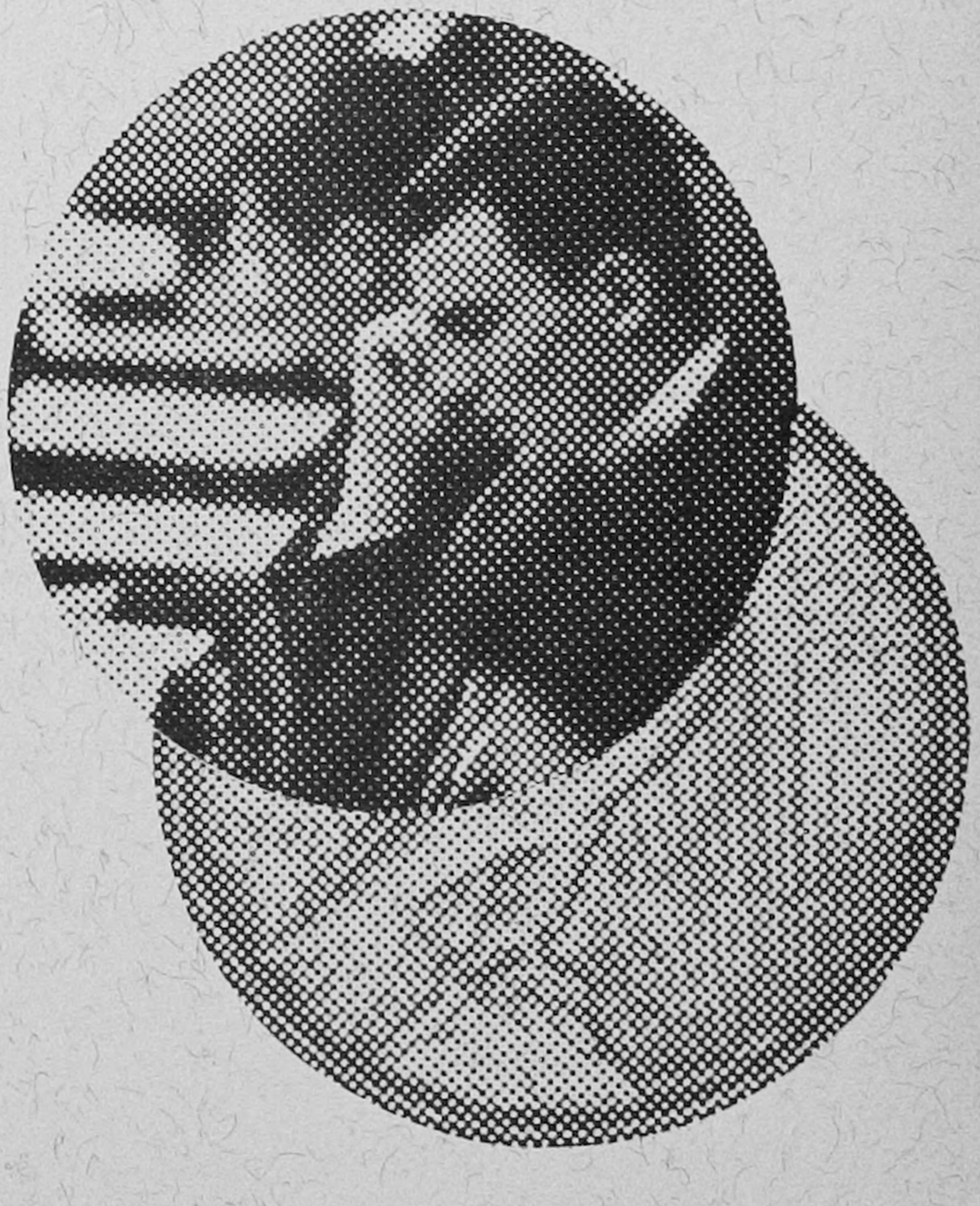
**Fellowship grants to graduate students**, mostly for advanced work in science or engineering, supported more than 35,000 persons in fiscal 1962. Cost to the government: nearly $104 million. In addition, around 20,000 graduate students served as paid assistants on government-sponsored university research projects.

**Dormitory loans** through the college housing program of the Housing and Home Finance Agency have played a major role in enabling colleges and universities to build enough dormitories, dining halls, student unions, and health facilities for their burgeoning enrollments. Between 1951 and 1961, loans totaling more than $1.5 billion were approved. Informed observers believe this program finances from 35 to 45 per cent of the total current construction of such facilities.

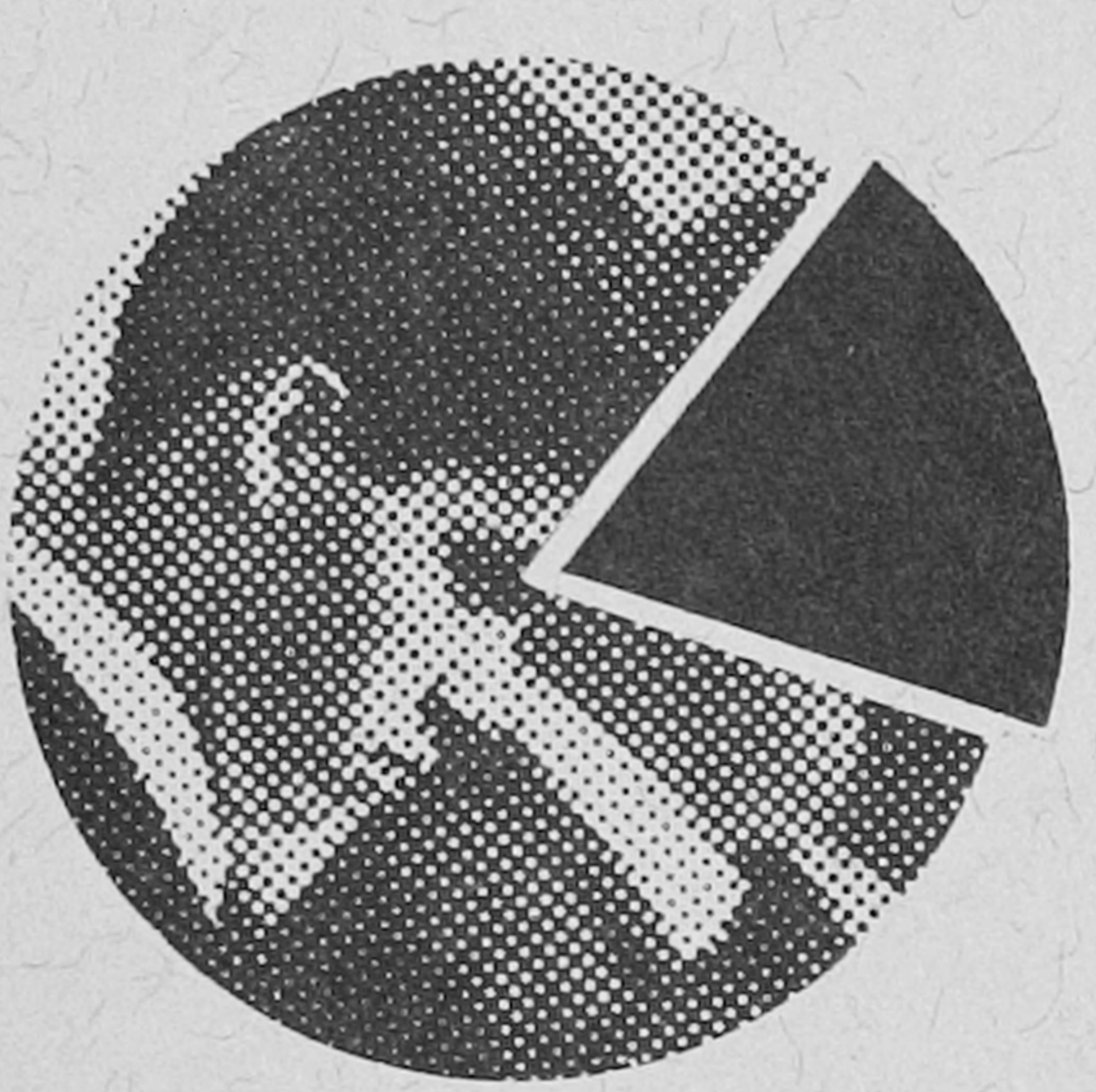
**Grants for research facilities and equipment** totaled $98.5 million in fiscal 1962, the great bulk of which went to universities conducting scientific research. The National Science Foundation, the National Institutes of Health, the National Aeronautics and Space Administration, and the Atomic Energy Commission are the principal sources of such grants. A Department of Defense program enables institutions to build facilities and write off the cost.

**To help finance new classrooms, libraries, and laboratories,** Congress last year passed a $1.195 billion college aid program and, said President

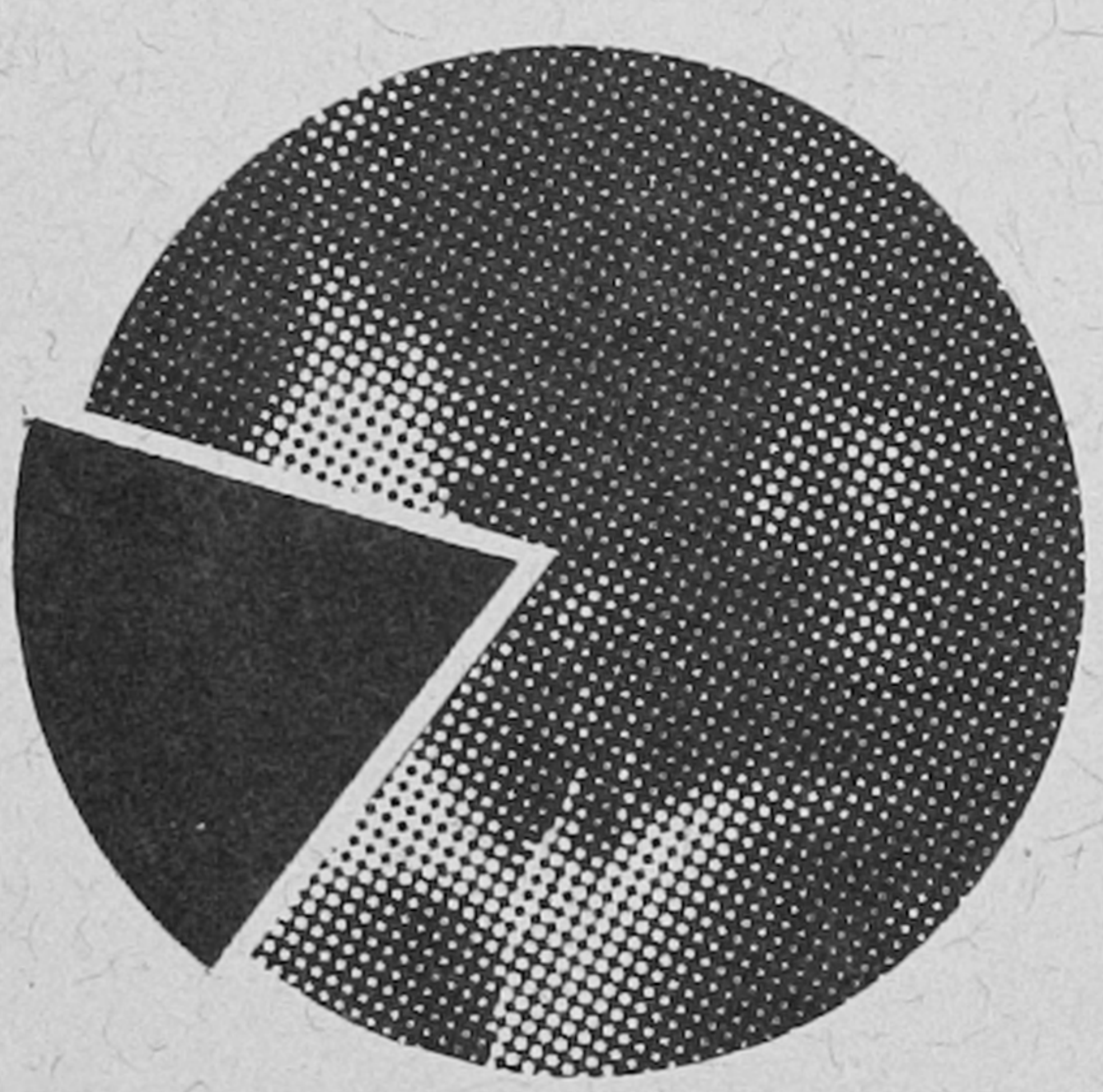
## Can federal dollars properly be called federal "aid"?



# 18.9 per cent from Washington



**PRIVATE INSTITUTIONS:**
**19.1% of their income comes from Washington.**



**PUBLIC INSTITUTIONS:**
**18.6% of their income comes from Washington.**

I SEEM TO SPEND half my life on the jets between here and Washington," said an official of a private university on the West Coast, not long ago.

"We've decided to man a Washington office, full time," said the spokesman for a state university, a few miles away.

For one in 20 U.S. institutions of higher education, the federal government in recent years has become one of the biggest facts of financial life. For some it is *the* biggest. "The not-so-jolly long-green giant," one man calls it.

Washington is no newcomer to the campus scene. The difference, today, is one of scale. Currently the federal government spends between $1 billion and $2 billion a year at colleges and universities. So vast are the expenditures, and so diverse are the government channels through which they flow to the campuses, that a precise figure is impossible to come by. The U.S. Office of Education's latest estimate, covering fiscal 1962, is that Washington was the source of $1.389 billion—or nearly 19 per cent—of higher education's total current-fund income.

"It may readily be seen," said Congresswoman Edith Green of Oregon, in a report last year to the House Committee on Education and Labor, "that the question is not *whether* there shall be federal aid to education."

Federal aid exists. It is big and is growing.

THE word *aid*, however, is misleading. Most of the federal government's expenditures in higher education—more than four and a half times as much as for all other purposes combined—are for research that the government needs. Thus, in a sense, the government is the purchaser of a commodity; the universities, like any other producer with whom the government does business, supply that commodity. The relationship is one of *quid pro quo*.

Congresswoman Green is quick to acknowledge this fact:

"What has not been . . . clear is the dependency of the federal government on the educational system. The government relies upon the universities to do those things which cannot be done by government personnel in government facilities.

"It turns to the universities to conduct basic research in the fields of agriculture, defense, medicine, public health, and the conquest of space, and even for managing and staffing of many governmental research laboratories.

"It relies on university faculty to judge the merits of proposed research.

"It turns to them for the management and direction of its foreign aid programs in underdeveloped areas of the world.

research effort far superior to anything that could have been done without recourse to government sponsors. . . .

"Any university that declined to participate in the growth of sponsored research would have had to pay a high price in terms of the quality of its faculty in the science and engineering areas. . . ."

However, the university-government relationship is not without its irritations.

One of the most irksome, say many institutions, is the government's failure to reimburse them fully for the "indirect costs" they incur in connection with federally sponsored research—costs of administration, of libraries, of operating and maintaining their physical plant. If the government fails to cover such costs, the universities must—often by drawing upon funds that might otherwise be spent in strengthening areas that are not favored with large amounts of federal support, *e.g.*, the humanities.

Some see another problem: faculty members may be attracted to certain research areas simply because federal money is plentiful there. "This . . . may tend to channel their efforts away from other important research and . . . from their teaching and public-service responsibilities," one university study said.

The government's emphasis upon science, health, and engineering, some persons believe, is another drawback to the federal research expenditures. "Between departments, a form of imbalance may result," said a recent critique. "The science departments and their research may grow and prosper. The departments of the humanities and social sciences may continue, at best, to maintain their *status quo*."

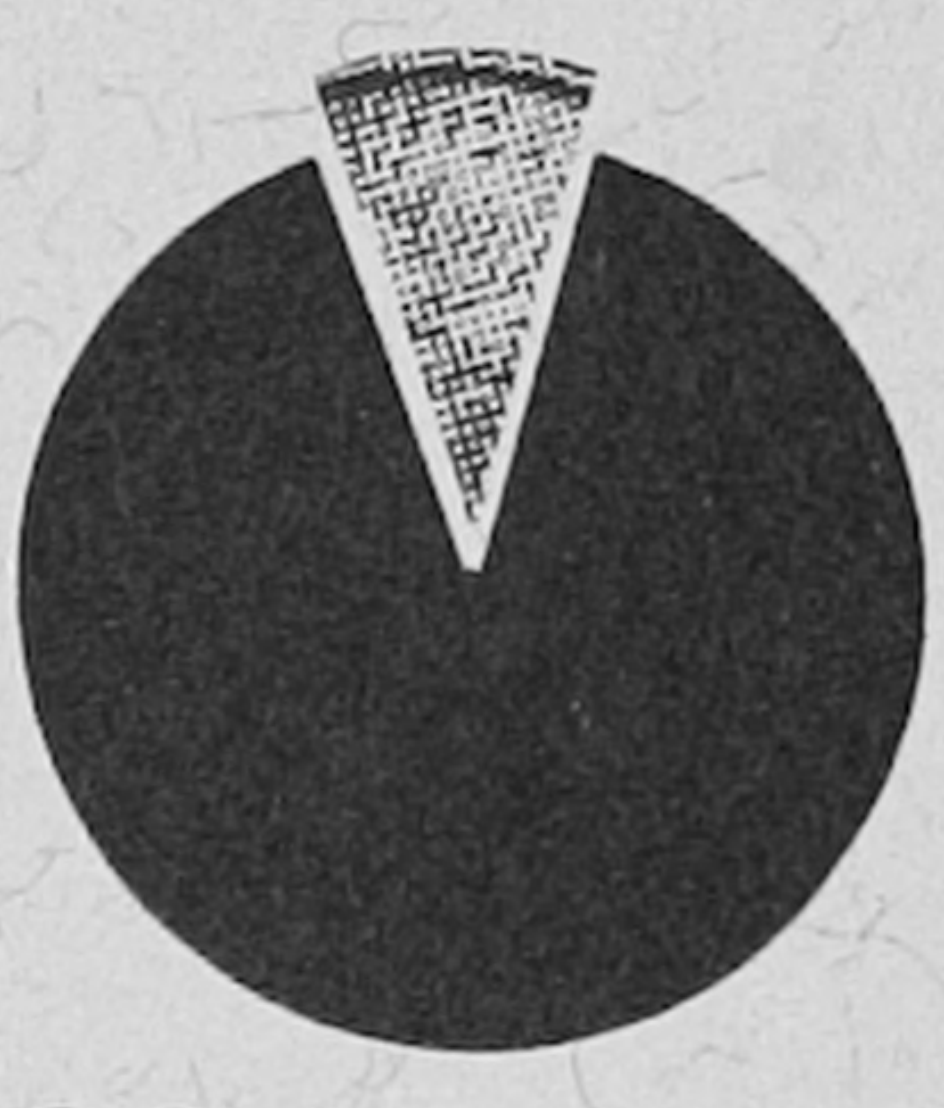
"There needs to be a National Science Foundation for the humanities," says the chief academic officer of a Southern university which gets approximately 20 per cent of its annual budget from federal grants.

"Certainly government research programs create imbalances within departments and between departments," said the spokesman for a leading Catholic institution, "but so do many other influences at work within a university. . . . Imbalances must be lived with and made the most of, if a level of uniform mediocrity is not to prevail."

THE CONCENTRATION of federal funds in a few institutions—usually the institutions which already are financially and educationally strong—makes sense from the standpoint of the *quid pro quo* philosophy that motivates the expenditure of most government funds. The strong research-oriented universities, obviously, can deliver the commodity the government wants.

But, consequently, as a recent Carnegie report noted, "federal support is, for many colleges and universities, not yet a decisive or even a highly influential fact of academic life."

Why, some persons ask, should not the government conduct equally well-financed programs in order to improve those colleges and universities which are *not* strong—and thus raise the quality of U.S. higher education as a whole?



**90%**
**of Federal research funds**
**go to the 25 opposite + these 75:**

Pennsylvania State U.
Duke U.
U. of Southern Cal.
Indiana U.
U. of Rochester
Washington U.
U. of Colorado
Purdue U.
George Washington U.
Western Reserve U.
Florida State U.
Yeshiva U.
U. of Florida
U. of Oregon
U. of Utah
Tulane U.
U. of N. Carolina
Michigan State U.
Polytechnic Inst. of Brooklyn
U. of Miami
U. of Tennessee
U. of Iowa
Texas A. & M. Col.
Rensselaer Polytechnic Inst.
U. of Kansas
U. of Arizona
Vanderbilt U.
Syracuse U.
Oregon State U.
Ga. Inst. of Technology
U. of Virginia
Rutgers U.
Louisiana State U.
Carnegie Inst. of Technology
U. of Oklahoma
N. Carolina State U.
Illinois Inst. of Technology
Wayne State U.
Baylor U.
U. of Denver
U. of Missouri
U. of Georgia
U. of Arkansas
U. of Nebraska
Tufts U.
U. of Alabama
New Mexico State U.
Washington State U.
Boston U.
U. of Buffalo
U. of Kentucky
U. of Cincinnati
Stevens Inst. of Technology
Oklahoma State U.
Georgetown U.
Medical Col. of Virginia
Mississippi State U.
Colorado State U.
Auburn U.
Dartmouth Col.
Emory U.
U. of Vermont
Brandeis U.
Marquette U.
Jefferson Medical Col.
Va. Polytechnic Inst.
U. of Louisville
Kansas State U.
St. Louis U.
West Virginia U.
U. of Hawaii
U. of Mississippi
Notre Dame U.
U. of New Mexico
Temple U.

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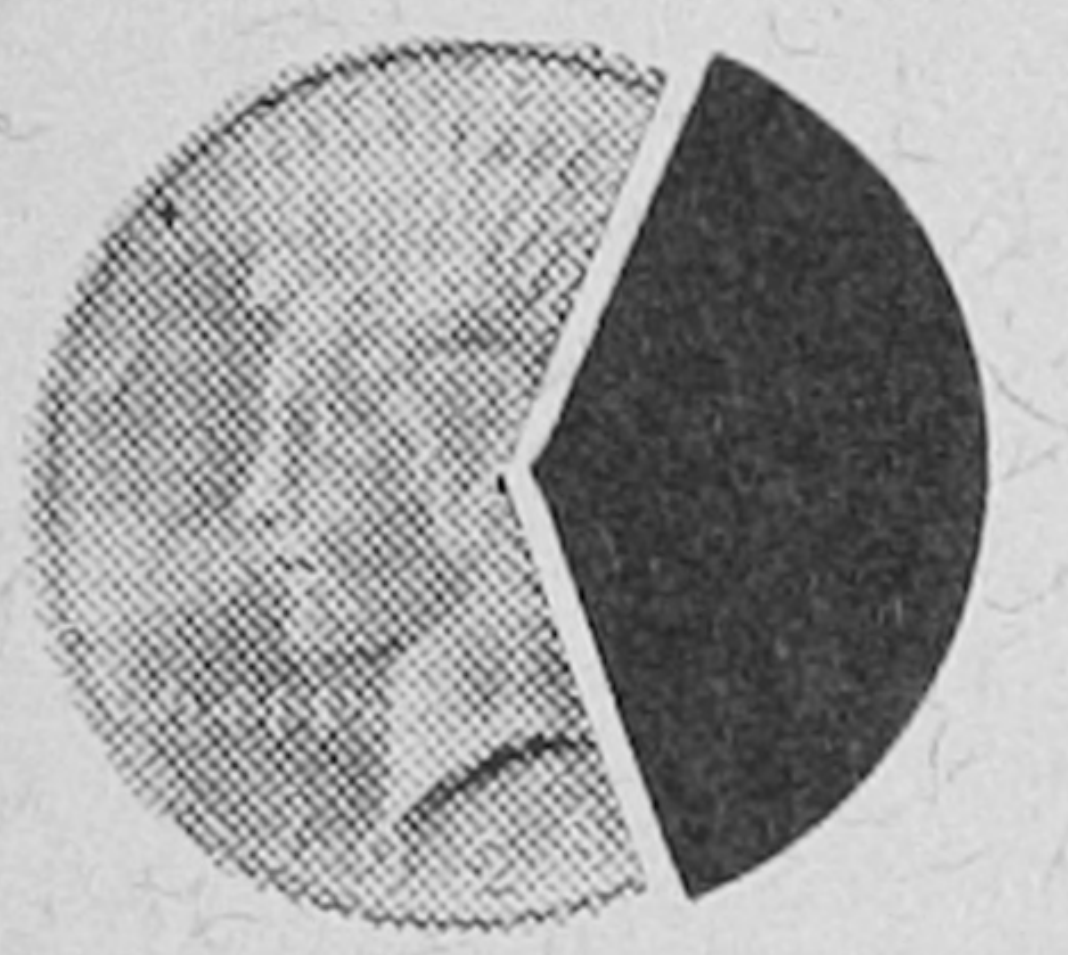
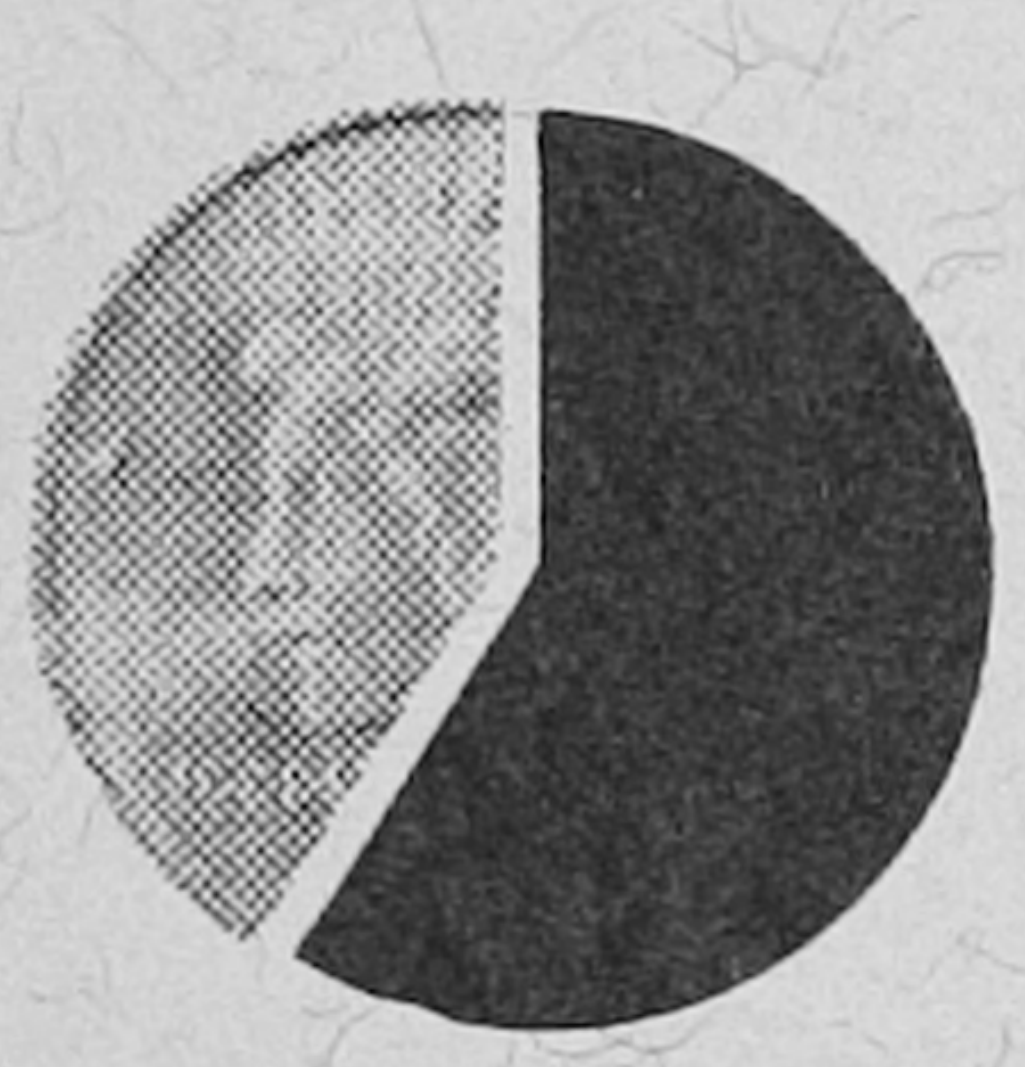


**38%**
**of Federal research funds go to these 10 institutions:**

- U. of California
- Mass. Inst. of Technology
- Columbia U.
- U. of Michigan
- Harvard U.
- U. of Illinois
- Stanford U.
- U. of Chicago
- U. of Minnesota
- Cornell U.



**59%**
**of Federal research funds go to the above 10 + these 15:**

- U. of Wisconsin
- U. of Pennsylvania
- New York U.
- Ohio State U.
- U. of Washington
- Johns Hopkins U.
- U. of Texas
- Yale U.
- Princeton U.
- Iowa State U.
- Cal. Inst. of Technology
- U. of Pittsburgh
- Northwestern U.
- Brown U.
- U. of Maryland

Johnson, thus was "on its way to doing more for education than any since the land-grant college bill was passed 100 years ago."

**Support for medical education** through loans to students and funds for construction was authorized by Congress last fall, when it passed a $236 million program.

**To strengthen the curriculum** in various ways, federal agencies spent approximately $9.2 million in fiscal 1962. Samples: A $2 million National Science Foundation program to improve the content of science courses; a $2 million Office of Education program to help colleges and universities develop, on a matching-fund basis, language and area-study centers; a $2 million Public Health Service program to expand, create, and improve graduate work in public health.

**Support for international programs** involving U.S. colleges and universities came from several federal sources. Examples: Funds spent by the Peace Corps for training and research totaled more than $7 million. The Agency for International Development employed some 70 institutions to administer its projects overseas, at a cost of about $26 million. The State Department paid nearly $6 million to support more than 2,500 foreign students on U.S. campuses, and an additional $1.5 million to support more than 700 foreign professors.

BUT the greatest federal influence, on many U.S. campuses, comes through the government's expenditures for research.

As one would expect, most of such expenditures are made at universities, rather than at colleges (which, with some exceptions, conduct little research).

In the 1963 Godkin Lectures at Harvard, the University of California's President Clark Kerr called the federal government's support of research, starting in World War II, one of the "two great impacts [which], beyond all other forces, have molded the modern American university system and made it distinctive." (The other great impact: the land-grant college movement.)

At the institutions where they are concentrated, federal research funds have had marked effects. A self-study by Harvard, for example, revealed that *90 per cent* of the research expenditures in the university's physics department were paid for by the federal government; *67 per cent* in the chemistry department; and *95 per cent* in the division of engineering and applied physics.

IS THIS government-dollar dominance in many universities' research budgets a healthy development?

After analyzing the role of the federal government on their campuses, a group of universities reporting to the Carnegie Foundation for the Advancement of Teaching agreed that "the effects [of government expenditures for campus-based research projects] have, on balance, been salutary."

Said the report of one institution:

"The opportunity to make expenditures of this size has permitted a

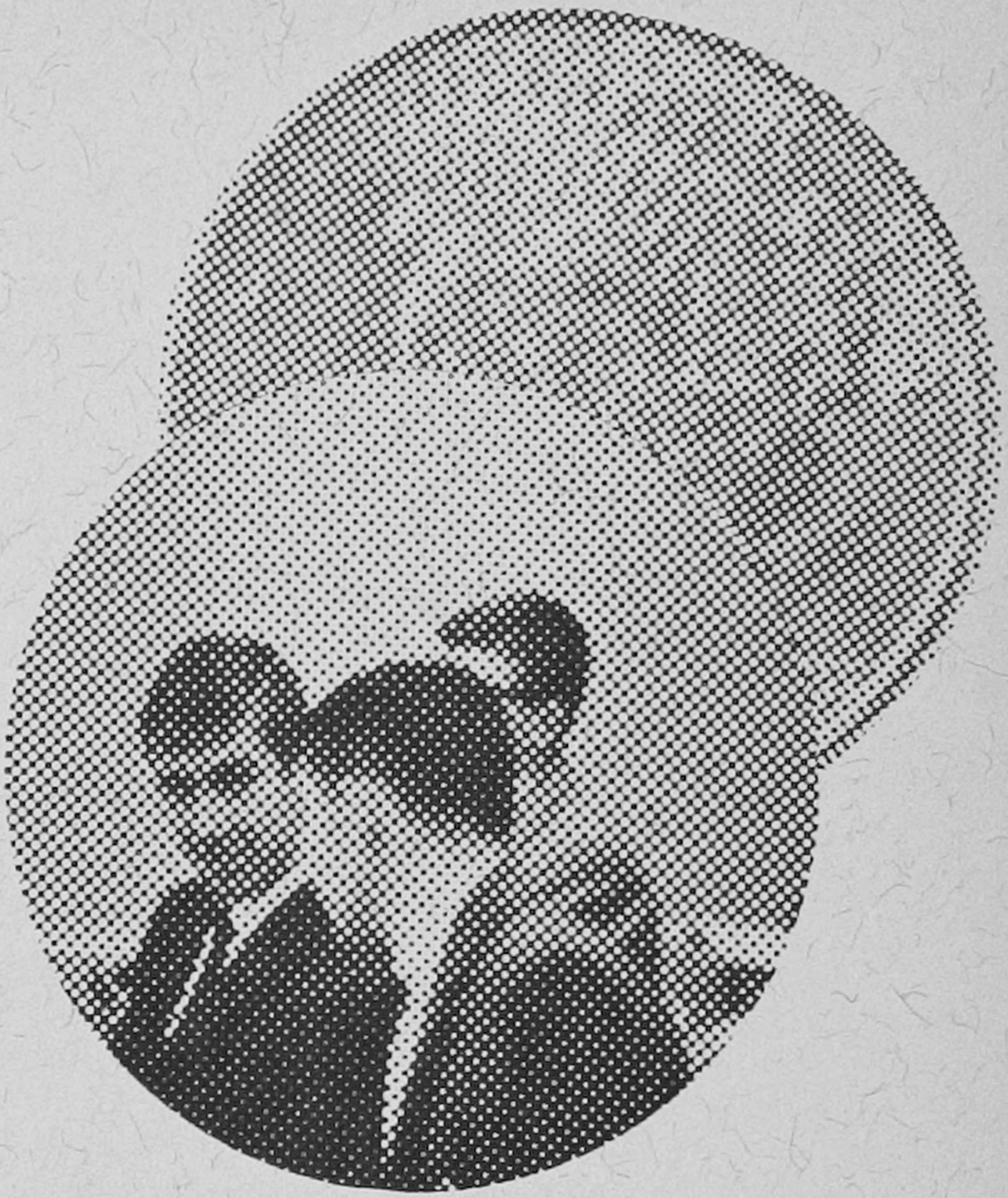
Over the years covered by the CFAE's surveys, these increases took place:

Gifts to the private universities went up 95.6%.
Gifts to private coed colleges went up 82%.
Gifts to state universities went up 184%.
Gifts to professional schools went up 134%.

Where did the money come from? Gifts and grants reported to the council came from these sources:

General welfare foundations gave $653 million.
Non-alumni donors gave $539.7 million.
Alumni and alumnae gave $496 million.
Business corporations gave $345.8 million.
Religious denominations gave $216 million.
Non-alumni, non-church groups gave $139 million.
Other sources gave $66.6 million.

All seven sources increased their contributions over the period.



## Coming: a need for $9 billion a year. Impossible?

BUT THE RECORDS of past years are only preludes to the voluntary giving of the future, experts feel.

Dr. John A. Pollard, who conducts the surveys of the Council for Financial Aid to Education, estimates conservatively that higher education will require $9 billion per year by 1969–70, for educational and general expenditures, endowment, and plant expansion. This would be 1.3 per cent of an expected $700 billion Gross National Product.

Two billion dollars, Dr. Pollard believes, must come in the form of private gifts and grants. Highlights of his projections:

**Business corporations** will increase their contributions to higher education at a rate of 16.25 per cent a year. Their 1969–70 total: $508 million.

**Foundations** will increase their contributions at a rate of 14.5 per cent a year. Their 1969–70 total: $520.7 million.

**Alumni** will increase their contributions at a rate of 14.5 per cent a year. Their 1969–70 total: $591 million.

**Non-alumni individuals** will increase their contributions at a rate of 12.6 per cent a year. Their 1969–70 total: $524.6 million.

**Religious denominations** will increase their contributions at a rate of 12.7 per cent. Their 1969–70 total: $215.6 million.

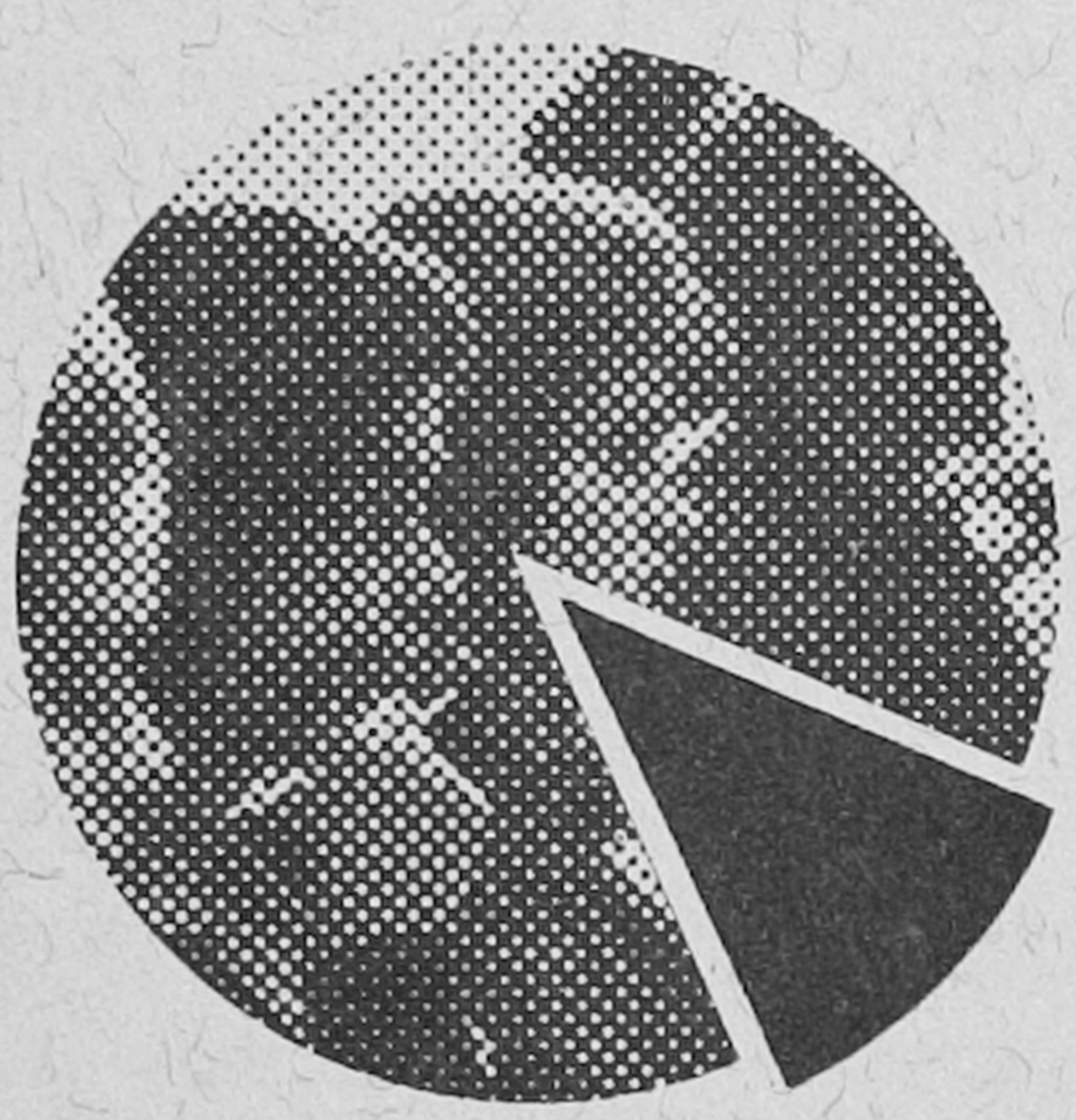
**Non-alumni, non-church groups** and other sources will increase their contributions at rates of 4 per cent and 1 per cent, respectively. Their 1969–70 total: $62 million.

"I think we must seriously question whether these estimates are realistic," said a business man, in response to Dr. Pollard's estimate of 1969–70 gifts by corporations. "Corporate funds are not a bottomless pit; the support the corporations give to education is, after all, one of the costs of doing business. . . . It may become more difficult to provide for such support, along with other foreseeable increased costs, in setting product prices. We cannot assume that all this money is going to be available simply because we want it to be. The more fruit you shake from the tree, the more difficult it becomes to find still more."

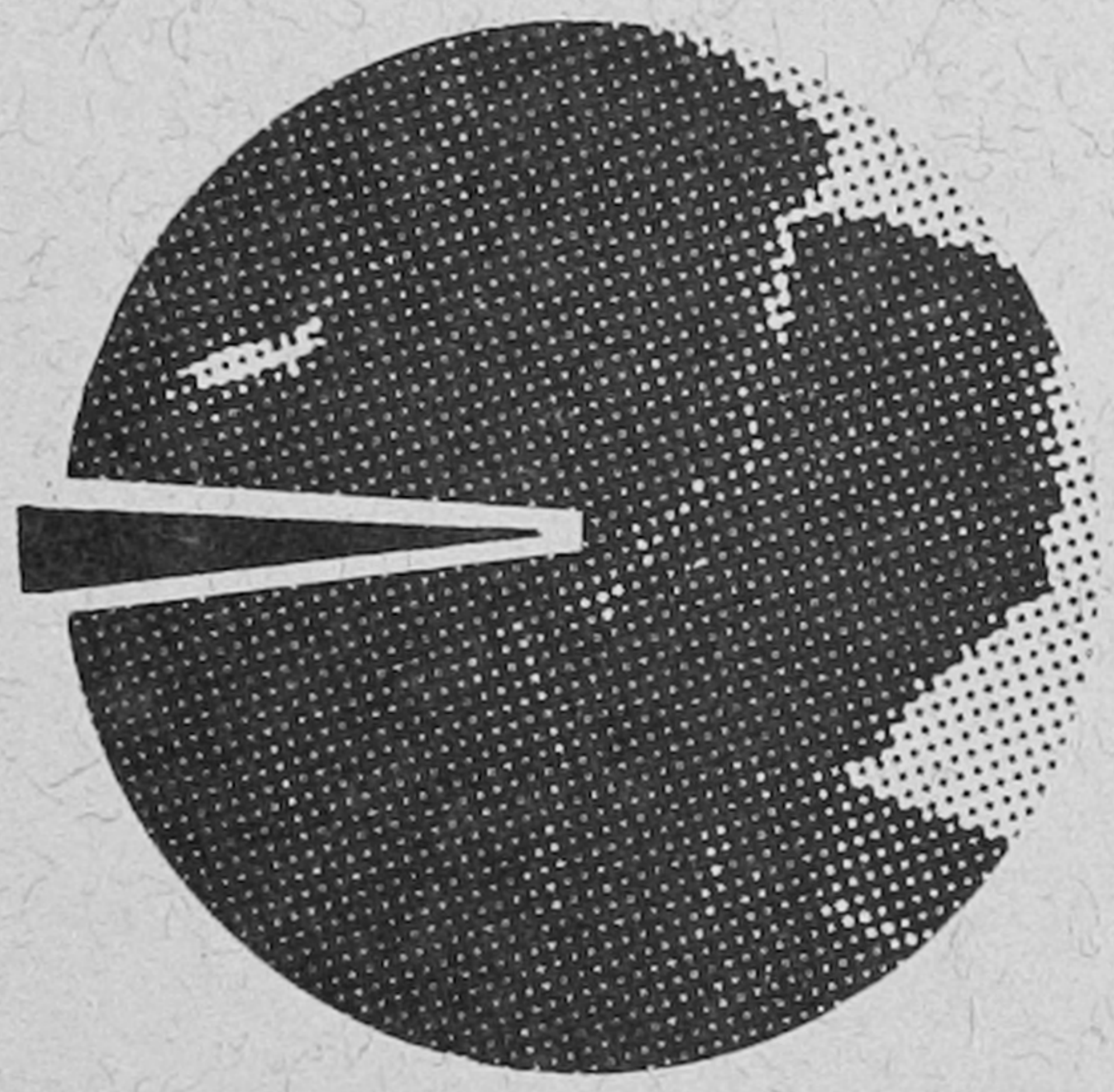
CONTINUED

This question is certain to be warmly debated in years to come. Coupled with philosophical support or opposition will be this pressing practical question: can private money, together with state and local government funds, solve higher education's financial problems, without resort to Washington? Next fall, when the great, long-predicted "tidal wave" of students at last reaches the nation's campuses, the time of testing will begin.

# 6.4 per cent from Gifts and Grants



**PRIVATE INSTITUTIONS:**
**11.6% of their income**
**comes from gifts and grants.**



**PUBLIC INSTITUTIONS:**
**2.3% of their income**
**comes from gifts and grants.**

As a source of income for U.S. higher education, private gifts and grants are a comparatively small slice on the pie charts: 11.6% for the private colleges and universities, only 2.3% for public.

But, to both types of institution, private gifts and grants have an importance far greater than these percentages suggest.

"For us," says a representative of a public university in the Midwest, "private funds mean the difference between the adequate and the excellent. The university needs private funds to serve purposes for which state funds cannot be used: scholarships, fellowships, student loans, the purchase of rare books and art objects, research seed grants, experimental programs."

"Because the state provides basic needs," says another public-university man, "every gift dollar can be used to provide for a margin of excellence."

Says the spokesman for a private liberal arts college: "We must seek gifts and grants as we have never sought them before. They are our one hope of keeping educational quality up, tuition rates down, and the student body democratic. I'll even go so far as to say they are our main hope of keeping the college, as we know it, alive."

From 1954–55 through 1960–61, the independent Council for Financial Aid to Education has made a biennial survey of the country's colleges and universities, to learn how much private aid they received. In four surveys, the institutions answering the council's questionnaires reported they had received more than *$2.4 billion* in voluntary gifts.

Major private universities received $1,046 million.
Private coeducational colleges received $628 million.
State universities received nearly $320 million.
Professional schools received $171 million.
Private women's colleges received $126 million.
Private men's colleges received $117 million.
Junior colleges received $31 million.
Municipal universities received nearly $16 million.

# With Our Faculty

*By Professor John G. Bowker, Dean of the Faculty*

Faculty promotions effective July 1, 1964 include:

**Dr. Paul Cubeta** (English) to Full Professor

**Dr. Visvaldis Klive** (Philosophy) to Assistant Professor

**Dr. Edward A. Martin** (English) to Assistant Professor

**Dr. Bruce B. Peterson** (Mathematics) to Assistant Professor

**Dr. Thomas H. Reynolds** becomes Middlebury's first Dean of the College. See page 2.

Middlebury College has been invited to participate in a Cooperative Undergraduate Program for Critical Languages with Princeton University. The languages are Arabic, Chinese, Japanese, Persian, Turkish, and Russian. Also there are relevant area studies in the humanities and social sciences.

The essence of the Program is that a student spends his junior year at Princeton, having acquired at least an elementary knowledge of the language he wishes to study. Since only Russian is available at Middlebury at the present time most candidates will take an intensive course at an approved summer school before going to Princeton. This is not a degree program; students will return to Middlebury for the senior year. A great deal of time may be saved for a student who intends to do graduate work in these areas.

Danforth Graduate Fellowships, which are designed to attract outstanding college seniors and graduates to the college teaching profession, are to be opened to women for the first time beginning with the class of 1965. Colleges with fewer than 2,000 students may nominate only three candidates each year but award winners are assured of complete financial support for as many as four years of graduate work toward the Ph.D. degree. Woodrow Wilson Fellowships are equally generous for the first year of graduate work but a Ph.D. candidate is expected to seek support elsewhere for subsequent years. (See story of Middlebury's 1964–65 Woodrow Wilson winners on page 4 of this News Letter).

Since 1954, the same Danforth Foundation has been seeking to improve the quality of teaching in American Higher Education through a series of annual grants for college teachers who have not completed the academic requirements for the doctorate. We have been most fortunate in this competition in recent years. **Professor Visvaldis Klive** (Philosophy) earned his Ph.D. under this program at Columbia University in 1962–63; **Mr. James Chapman** is being supported by the Foundation at Columbia this 1963–64 year with the expectation that his degree will be conferred in June, and it was recently announced that **Mr. Robert W. Parker** (English), Middlebury A.B. 1953, is among the winners for 1964–65. He too will complete his work already in progress at Columbia. Middlebury is one of only forty-four accredited colleges and universities in the United States to have won as many as three of these awards. Eight hundred and seventy-five institutions have submitted nominations.

The first Faculty Research Grants under a new program established by President Armstrong have been awarded in support of faculty summer projects in their own scholarly research. Among faculty members whose proposals have already been approved are:

**Donald A. Campbell** (History, Teacher Training), to search for correspondence between Nathaniel Hawthorne and Colonel Joseph Hall. These letters, if found, might reveal Hawthorne's political activities and viewpoints. Dr. Campbell wrote his doctoral dissertation on Hawthorne.

**James G. Chapman** (Music), to help him with his dissertation "A Stylistic Study of the Works of Pierre Moulu." This will be a two-volume work the second of which will contain transcripts of the music of Moulu.

**C. Leonard Hoag** (Political Science), to pursue his research on "The American military occupation of Korea, 1945–48, with emphasis upon the role of General John R. Hodge in the development and implementation of policy for military government."

**J. Rowland Illick** (Geography), to gather information and to investigate transport and communication patterns in the State of Vermont preparatory to the writing of a textbook.

**David J. Littlefield** (English), to enable him to draw a comparative study of the function and meaning of metamorphosis in Ovid's "Metamorphoses" and Milton's "Paradise Lost."

**Vincent H. Malmstrom** (Geography), to make possible two weeks of field tests in Western Ireland to test a systematic sampling device which he has devised for defining regional differences and similarities. Professor Malmstrom will attend the 20th International Geographical Congress in London in July.

**Edward A. Martin** (English), to cover cost of the final stages in the preparation of a new manuscript and to initiate and establish the feasibility of attempting a new literary project.

**Henry B. Prickitt** (English), to further his project to seek common sources of the central incident of Camus's "Le Malentendu" and Lillo's "Fatal Curiosity." Dr. Prickitt has done much of the comparative analysis of the two plays.

**Robert F. Reiff** (Fine Arts), in support of his study and inquiry leading to the publication of an anthology of architects on architecture.

But others are more optimistic. Says the CFAE:

"Fifteen years ago nobody could safely have predicted the level of voluntary support of higher education in 1962. Its climb has been spectacular. . . .

"So, on the record, it probably *is* safe to say that the potential of voluntary support of U.S. higher education has only been scratched. The people have developed a quenchless thirst for higher learning and, equally, the means and the will to support its institutions adequately."

ALUMNI AND ALUMNAE will have a critical role to play in determining whether the projections turn out to have been sound or unrealistic. Of basic importance, of course, are their own gifts to their alma maters. The American Alumni Council, in its most recent year's compilation, reported that alumni support, as measured from the reports of 927 colleges and universities, had totaled $196.7 million—a new record.

Lest this figure cause alumni and alumnae to engage in unrestrained self-congratulations, however, let them consider these words from one of the country's veteran (and most outspoken) alumni secretaries:

"Of shocking concern is the lack of interest of most of the alumni. . . . The country over, only about one-fifth on the average pay dues to their alumni associations; only one-fourth on the average contribute to their alumni funds. There are, of course, heartwarming instances where participation reaches 70 and 80 per cent, but they are rare. . . ."

Commenting on these remarks, a fund-raising consultant wrote:

"The fact that about three-fourths of college and university alumni do not contribute anything at all to their alma maters seems to be a strong indication that they lack sufficient feeling of responsibility to support these institutions. There was a day when it could be argued that this support was not forthcoming because the common man simply did not have funds to contribute to universities. While this argument is undoubtedly used today, it carries a rather hollow ring in a nation owning nearly two cars for every family and so many pleasure boats that there is hardly space left for them on available water."

Alumni support has an importance even beyond the dollars that it yields to higher education. More than 220 business corporations will match their employees' contributions. And alumni support—particularly the percentage of alumni who make gifts—is frequently used by other prospective donors as a guide to how much *they* should give.

Most important, alumni and alumnae wear many hats. They are individual citizens, corporate leaders, voters, taxpayers, legislators, union members, church leaders. In every role, they have an effect on college and university destinies. Hence it is alumni and alumnae, more than any other group, who will determine whether the financial health of U.S. higher education will be good or bad in years to come.

What will the verdict be? No reader can escape the responsibility of rendering it.

The report on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the group listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization associated with the American Alumni Council. (The editors, of course, speak for themselves and not for their institutions.)
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## The Middlebury Student:

# SOME REFLECTIONS ON STUDENT CHALLENGES

## Blurred Vision

*By* Karin Swanson, '64

Two outstanding seniors, Karin Swanson and Jeffrey Joseph, discuss challenges facing students at Middlebury today as they work to meet demands made upon them without surrendering their integrity. Karin is Chief Justice of the Women's College and Jeff is Editor-in-Chief of the *Campus*.

Without risk of generalizing greatly, I would estimate that every student of above-average intelligence asks himself (at least once during his four years at college) the soul-searching question "Why am I here?" The answers of thought that result from such a quandary lead to two possible decisions: (1) to pigeon-hole the problem until after graduation, or (2) to leave the unreal world of college life and "find yourself"—a common expression meaning, in actuality, to find someone or something to find you, to discover for you your role in life. The possible paths of reasoning are many and I have undertaken to describe a few of them in this article.

An above average student is so because he is often sensitive to the reactions of himself to the ideas of others. Intelligence implies a degree of broadmindedness, an understanding of human weaknesses which leads often to a greyness—a confusion as to what is black and what is white. Today, a thought or an action is no longer good or bad, strong or weak; it is good or less good; strong or less strong. Few lines are drawn; the student finds few clear images before him. In an age of science, it is interesting to note how little man will undertake to judge precisely—how seldom he wishes to measure accurately another's value, let alone his own value. As a result, the student finds his mind's eye facing the blur of too much opportunity, too much academia, too much freedom; trying to focus becomes frustrating, often painful. Instead, he turns his eye inward, upon himself. Here is an image he can define, someone he knows and can depend upon. The stark reality of himself leads to after-

**Dr. John V. Craven** (Economics) has been awarded a Ford Foundation Fellowship for a regional seminar in labor economics at Harvard University this next summer. He is one of ten candidates chosen on a competitive basis from faculty members in the New England area. The purpose of the seven week program is to enhance the effectiveness of teaching and to encourage the preparation of research studies of significance.

**Dr. Howard Munford** (American Literature) is in Freiburg, Germany lecturing at the University on the Fulbright Grant reported in an earlier issue of the News Letter. He is very busy with over 300 students. He and his family spent the Christmas holidays at Grundlewald and during April Howard has been invited to lecture on Henry Adams at the American Studies Seminar in Rome. During March the entire family visited Berlin on a trip arranged by the Fulbright Commission. Plans call for visits to England and Ireland before they sail for home in late August.

This is the fourth year of the Program in Non-Western Studies supported by the Ford Foundation. Sessions are held every two weeks at the University of Vermont and about twenty faculty members from the Vermont Colleges participate. This year the seminars conducted by Visiting Lecturers are on Africa. **Professors Rowland Illick** and **Vincent Malmstrom** (Geography) have represented Middlebury through the fall and winter months. At an April meeting Professor Illick is reading a paper to the group on "Africa by Map" and in early May Professor Malmstrom will conduct a session entitled "Precipitation Patterns in Africa—Their Relation to Agriculture."

**Dr. Vincent Malmstrom** is also the author of two recently published books on Norway: "Marine Orientation in Norway," a technical report prepared for the U.S. Office of Naval Research, and "Norway," a work prepared for the Around the World Program of the American Geographical Society. His research activities have led to his appointment to the United States Geographical Committee for the International Geographical Union.

**Dr. Brewster Baldwin** (Geology) is co-author and editor of a new volume published by the United States Government. In 1953, Professor Baldwin made an intensive study of the water resources in the vicinity of Santa Fe, New Mexico, and his report prepared with Zane Spiegler of the U.S. Geological Survey resulted in this book.

**Professor Horace Beck** (American Literature) spoke before the Contemporary Literature Group at the Modern Language Association in Chicago at the Christmas meeting. Dr. Beck's subject was "The Treatment of Art by Contemporary Scholars."

**Dr. Edward A. Martin** (English), whose promotion to Assistant Professor was announced this spring, published an article "The Ordeal of H. L. Mencken" in a recent issue of the South Atlantic Quarterly. Professor Martin is now putting the finishing touch to a book-length manuscript to be titled "Twentieth Century American Satire."

Several members of our Economics Department have been participating in two extremely valuable studies under a grant from the Small Business Administration Management Research Program. The Vermont Development Department has now published their findings in two books, the first titled "Small Business Operations in Selected Areas in Vermont," and more recently "The Tourist and Recreation Industry in Vermont." **Dr. David Smith, Dr. Klaus Wolff,** and former instructor **Mr. Xavier Verbeck** contributed to the finding and analysis of the multitudinous data necessary to the preparation of conclusions and recommendations. (*Please turn to page 53*)

# In Memoriam

With keen recognition of our loss and continuing sorrow, we the Faculty of Middlebury College record the death of Margaret Wilson Fayer on January 25, 1964, and memorialize her service as our librarian. From her appointment to this important position in 1945 until her untimely death nineteen years later, Margaret Fayer administered the affairs of Starr Library with a colorful blend of efficiency, good humor and charm that made her a respected colleague and a beloved friend. The intensifying demands for space and service at the library during the College's years of expansion would have discouraged a librarian of lesser stature. Her warm friendliness and affectionate concern for the members of her staff inspired their loyalty and respect; her spirit of willing service and her interest in scholarship endeared her to the faculty. Margaret Fayer was a tireless fighter for her library staff. Any who disagreed with her knew her as a tenacious advocate of the causes in which she believed. But she could laugh at disagreement and disappointment with a heartiness that was a part of her open and vibrant personality.

*Mrs. Fayer*

We pay tribute to Margaret Fayer's discerning judgment, high competence and good spirit, never better evidenced than in the arduous period of accommodation necessitated by the recent expansion of Starr Library. No one warmed with greater pride at seeing the building assume its proper role as the intellectual center of this campus. It is the splendid accomplishment of a dedicated career. Our grief at her passing becomes more poignant with the sad recognition of the short time that was hers to enjoy the achievement. But for her colleagues, Starr Library is Margaret Fayer's enduring memorial.

Be it therefore resolved that this minute be spread upon the records of the Faculty of this College and that a copy of it be sent to her bereaved husband and our esteemed colleague, Professor Mischa Fayer. (March 2, 1964)

Middlebury may well be a college "skeleton" by 1985 if the current fears of some experienced educators ever crystallize. The strength of this prediction is borne out by an informative but hardly optimistic article in the January 16 Special Education Survey of the *New York Times:*

"The liberal arts college is being squeezed out of existence," declared Jacques Barzun, Dean of Faculties and Provost at Columbia University. To illustrate this rather cosmic comment, a teacher at an Eastern college has cited "Brilliant Bill" as becoming increasingly more common on college campuses today. In his hurry to "specialize," "Brilliant Bill" arrives with advanced standing and enters as a sophomore. "He takes a couple of seminars and an independent study course, junior year abroad, and then moves on to some university on a 3–2 plan" spending only a year on the liberal arts college campus.

This is not the only justification for predicting the decline of the 4-year liberal arts college. Educators point out that today's competent scholar-teachers are being drawn away from teaching by research and study grants. "Just plain teaching"—especially in the area of science—is taking a back seat to the newly-found prestige attached to those faculty members who restrict their efforts to writing and research. Slowly but surely, the emphasis in higher education seems to be shifting from the once-valued personal contact between teacher and student to the modern distinction of being one among a hundred or more students in a twice-a-week lecture class.

The modern student feels this change. He can sense a transition from subjective essay examinations and term papers to true-false, multiple choice, uncriticized—but easily marked—tests. He discerns the good teacher who organizes his courses well and who makes his subject matter provocative and appealing by the design of his presentation. He also recognizes the bad teacher—the one whose antiquated material or textual regurgitation deserves nothing more than quiet snores.

The Middlebury freshman arrives from Wauwatosa, Wisconsin or Skokie, Illinois or Colts Neck, New Jersey. He has been ofttimes sought; he has been tested, rated, examined, interviewed, and scrutinized. He has an image of "college" in mind. It is big; it is grown-up; it is freedom; it is fun; it is work; it is play. In the first few months of his collegiate career, he is quite caught up in the newness of everything. He watches, makes his mistakes, learns, and watches again.

He watches the other students who share his distinguished status as a "collegian." His roommate is from Florida and watches television most of the week.

# The Undergraduate

*By* Jeffrey Joseph, '64

He's got a "photographic memory" and pulls an "all-nighter" before all his "Pre-A's" (pre-announced examinations). The guy down the hall never seems to leave the girls' side of the campus. The red-headed fellow in his economics class seems to commute only between the classroom, the library, and the dining hall. He's fat, smart as a whip, and gets drunk almost every Saturday night. Then there's this girl in his Bio class who is *so* pretty and *so* polite and *so* likable. He'd like to take her out but. . . .

The universal college student is self-conscious. He's quick to catch on to the local lingo; he's anxious to dress according to "established style"; he's eager to criticize, intrigued by life and brimming over with philosophy. He is attracted to those "issues" that affect him most. If there are no "issues," he makes them. His mind is searching, grasping for the "whole truth."

This year the "social issue" hit the college circuit like a seeded thunderstorm. It was touched off by the publicity accorded the Harvard controversy over parietal rules. The Middlebury student was irritated. Here they were talking down at Cambridge about the length of time girls could be in boys' dorms while at Middlebury girls were lucky if they could eat dinner at a fraternity house. The cry went up: "we want social rules comparable to our academic freedom." Student leaders confronted the Administration with images of other realities: the reality of learning that the amount you will never know increases directly with the amount you learn; the reality of man's insignificance in this world of blurred images. Naturally the first recognizable reaction to this initial reasoning is one tainted somewhat with bitterness. The student begins to realize that he doesn't exist unless someone else cares or is concerned about him, and often he feels no one has the time to care in college. "They" say select a major—how can anyone expect you to select and burrow into one certain field when you can see in your own blurry panorama so many other fields that you *must* at least pass through. College is limiting you. Selection cannot come without discipline. To do without seems unnecessary in such a world. There is money to spare for scholarships, no limits or boundaries to remaining a student forever, and yet, ironically, it is the same widespread opportunity which makes self-discipline so difficult, makes selection almost impossible, and "doing without" very necessary.

Dr. Sanford in the Winter News Letter spoke of the apathetic student. The apathy results from this first reaction to the blur. Some students, somewhat frightened by such a bleak reality, discover a cause. Dr. Sanford has said that there are no major causes now—perhaps he is correct. Integration—the student hears always the command—React! Let's be honest. How many of us truly realize the problem. Many of us bound back from our inner selves to support a contention as outdated as the Civil War, grateful to find a beacon to focus on. Speakers talk of conditions apparent, tell us of people involved actively, people, who are, in effect, minding other people's business, are striving to be their "brother's keepers." For this student, the beacon disappears; the blur forces another glance inward. The trend is "I." This isn't selfishness in the biblical sense—this is just self-preservation. "To thine own self be true . . .," and let the other man find his own truth. Intellectualism reveals the *idea*, the *concepts* of men and gods; it is the idea that men hunger for. The individual is not important, but save our own individuality, we must! The student leader watches the concept of responsibility evaporate in the heat of the struggle for individuality. The student followers bring their gripes about Group Rules next door and this is often where it all ends—lost next door in the tangents of each individual in the room—providing one has time enough to listen, or to care.

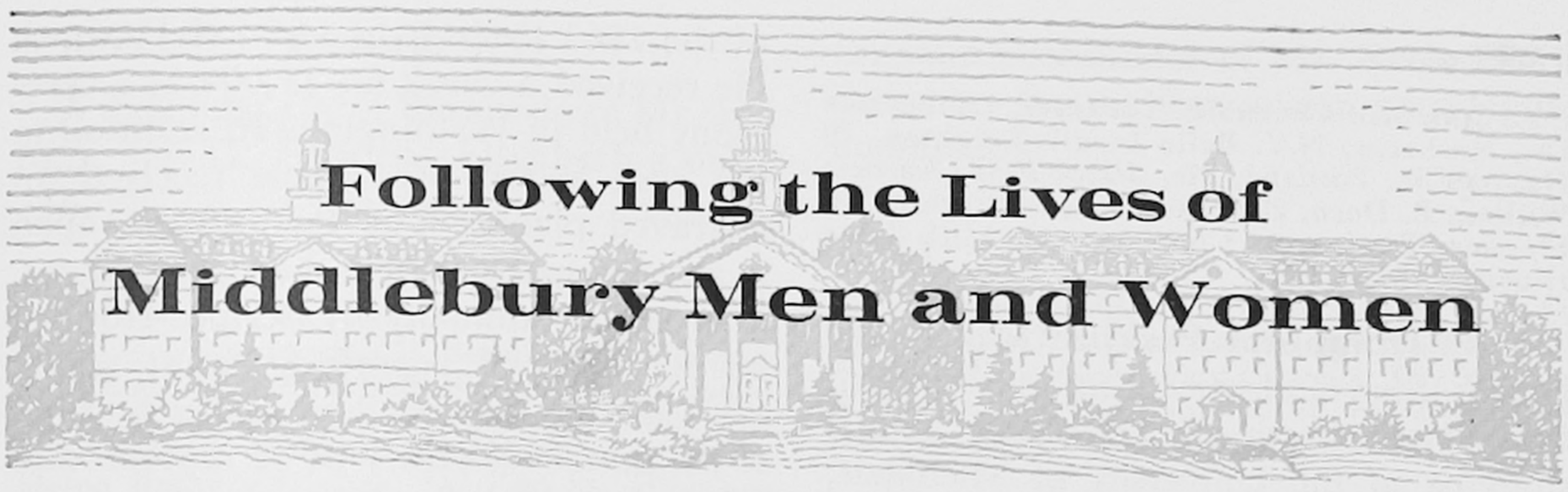
A school like Middlebury is an example of this twentieth century blur, speckled with scattered receptacles for "self." There are those of us who are concerned about Africa, about integration, about Red China—there are those few. But there are more who cannot conceive of anything as unrelated as war, who have enough trouble plowing through each quiz, each pre-A, each committee meeting. Days whirl by; often this is the only blur these students encounter. There is little time to think for most. Studies and activities fill a hunger for definiteness in life. But there are those who finish their studies early, who have not satisfied their hunger for stability, who are frustrated by their own lack of discipline, who find they cannot decide, or select because they are unsure of what they want, who wish to give but don't know where to give. There seems to be no one to receive the "self" . . . now. NOW is important, but there is no one, no place. Everyone is too busy; there is no group which can bring results now. The feeling is one of helplessness, of wasted energy, of wanting to give, and of seeing nothing clearly enough toward which to turn. And so you turn inward and give back all this drive and energy to yourself, and, in doing so, you knock yourself out of the college world. With this extra energy, you can make a decision. There is no place for you here in the four-year blur. You have things to do . . . somewhere . . . now.

As students, we are *in part* to blame for such a decision. We are too impatient; we expect results in our own life time. We want to see it all happen. The future is too far away. Time is only important as it happens to us. When a student of eighteen or nineteen years realizes how short life is, how incapable he is of making a decision based on clarity of vision, it is time for him to think of leaving college until he is sure of himself, until he can forget himself in something a little more exciting than a blur—until he can see.

But who else is to blame? The "restlessness of youth" is almost always attributed to the student. But what of the teacher? The faculty gets younger every year. Certainly the advantages of such a condition are apparent, and yet, do they override the increasing uncommonness of the elder, respected scholar with years of wisdom behind him? Whether we realize it or not, we are suffering from a lack of "busy-bodies," of people who care about a world a little wider than themselves, who have learned from experience and, who can impart a little wisdom to us. So often, when I would have appreciated being pushed, at least gently, in a direction, I find, instead, that someone has just set me spinning like a top.

The family, too, is without direction—decentralized. There is so often the trend of "trust your children—freedom is good for them." Such generalizations can be misleading to a child. Freedom should involve two choices. A rule, whether it be a curfew or a non-chocolate diet, grants a privilege and if one is free to choose to obey or not to obey, he may decide to break the rule—knowing

(*Please turn to page 54*)



# Following the Lives of Middlebury Men and Women

**"Headline News"** about Alumni-ae is indicated in this section of The News Letter by individual pictures of members of the Middlebury family and the Old Chapel tower.

The "tower" is assigned the task of pointing out items of unusual interest in the long columns devoted to news of the various classes.

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Alumni of Middlebury represented the President of the College at the following inaugurations and convocations: Dr. Clifford E. Backup, '42, inauguration of Dr. Glen R. Leymaster as President and Dean of The Woman's Medical College of Pennsylvania; Dr. Don A. Belden, '50, at the Centennial Convocation of the University of Denver; The Rev. Philip A. C. Clarke, '51, inauguration of The Rev. Dr. John Coleman Bennett as President of Union Theological Seminary; Mrs. Ethel Rogers Byers, '31, inauguration of the first President of the College of the Virgin Islands; Dr. William J. McMurray, '57, inauguration of John Wieland Oswald as President of the University of Kentucky; Dr. Kenneth R. Carle, '51, inauguration of Dr. Robert W. MacVittie as President of the State University College at Geneseo, N.Y.; and Dr. John C. Dawson, '48, inauguration of Ralph Candler John as President of Simpson College.

## With the Middlebury College Alumnae Clubs

*By* Constance Sherman Patrick, '53

Several of the alumnae clubs as well as class secretaries are participating in a Middlebury Alumnae Association spring sale of maple syrup. Order blanks for the syrup, produced on the northern Vermont farm of the Iglehearts (Margaret Armstrong, '47) have been mailed to alumnae in the alumnae club areas and to members of participating classes. The proceeds from this project will fill the President's Purse, a discretionary fund which President Armstrong may use to serve the best interests of the College. Alumnae voted through their Council representatives to support this Purse as a national project this year and set a goal of at least $1500.

Alumnae clubs and chairmen participating in this endeavor are: Burlington Alumnae Club, Mrs. Jeremiah Hayes (Nancy Gurney, '58) 61 North Willard Street, Burlington, Vermont; Long Island Alumnae Association, Mrs. Henry S. Miller (Edith Grimm, '41), 14 Scott Drive, Huntington, New York; Manhattan Alumnae Association, Mrs. James F. Cassidy (Mary Henseler, '31) 208-74th Street, North Bergen, New Jersey; Cape Cod Alumnae, Mrs. Eric B. Carlson (Gunhild Elfstrom, '27), 338 Great Marsh Road, Centerville, Massachusetts; Rochester (N.Y.) Alumnae Club, Mrs. William H. Price (Margaret Drysdale, '49), 66 Frankland Road, Rochester, New York; Westchester Alumnae Club, Mrs. Ferdinand Vetare (Lois Tyson, '52), 28 Marion Avenue, Mt. Kisco, New York and Worcester County Alumnae Club, Mrs. Paul Stone (Helen Thomas, '38) 13 Hemlock Drive, Lunenburg, Massachusetts. Class secretaries who are participating in this project will be announced at a later date.

Clubs which have already made contributions to the President's Purse are the Cleveland Alumnae Club which sent $250 and an additional $50 for the Dean's Purse as proceeds from the annual candle sale and the Twin State (Vt.-N.H.) Alumnae Club which held a White Elephant Sale for this purpose on April 11. Members of the group were guests of Mrs. Samuel L. Abbott (Inez Stevens, '06) for dessert at the Hotel Emery on that date.

The Boston Alumnae Association has held a series of regional events for the benefit of the group's scholarship effort for Middlebury women. A dance at the Concord Country Club brought $150 for this purpose, a series of bridge parties, $120; a showing of the Middlebury movie, "Dimensions of a College," $30 and a pot luck supper, $30. Coming events include Dr. Stephen A. Freeman speaking at a regional meeting of the South Shore alumnae at the home of Mrs. Reginald M. Savage (Dorothy Taylor, '24), Tiffany Road, Norwell, Massachusetts on May 5, and a "Middlebury Night at the Pops" on May 7 at 8:30 p.m. This year balcony seats will again be available.

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### 1906

*Class Secretaries:* **Harold R. Bird,** Rockwood Manor, Apt. 331, 2903 E. 25th Ave., Spokane 33, Wash., **Inez Stevens Abbott,** Box 61, Bethel, Vt. *Alumni Fund Chairmen:* **Justin M. Ricker,** 415 Golden Hill St., Bridgeport 4, Conn. **Anne Smith,** 2120 Santa Barbara St., Santa Barbara, Calif.

**Justin Ricker,** former athletic director at Warren Harding High School, Bridgeport, Conn., was honored by the Old Timers Athletic Association of Greater Bridgeport at its annual awards dinner. He is the holder of the Association's outstanding sportsman award, as one who had made a great contribution to sports in the Bridgeport area.

### 1912

*Class Secretaries:* **Hugh O. Thayer,** 625 No. Chester Rd., Swarthmore, Pa. **Margaret Croft,** 7 Mountain Park Ave., Waterbury 8, Conn. *Alumni Fund Chairman:* **Margaret H. Croft.**

**Clinton Reynolds** has been appointed to a committee formulated for the reorganization of the school districts of the state of Washington.

### 1913

*Class Secretaries:* **John A. Arnold,** 1841 Lincoln St., Evanston, Ill. **Phyllis Hopkins Hubbard,** 16 Jordan Rd., New Hartford, N. Y. *Alumni Fund Chairmen:* **Moses G. Hubbard, Phyllis Hopkins Hubbard.**

**Edwin Bigelow,** former superintendent of schools in Manchester, Vt., has had his second book published. It is entitled "Stowe, Vermont Ski Capitol of the East 1763–1963." His first book, published in 1961, was a history of Manchester, Vt., written in collaboration with Nancy H. Otis, and was rated "Publisher's Choice" that year at the New England Book Show.

### 1920

**William S. Brackett** is the newly appointed advertising and sales promotion manager of Burgess Vibrocrafters, Inc., Grayslake, Illinois. He has been associated with this company for the past two years and has had more than ten years experience in the advertising and sales promotion field. From 1958 to 1960 Mr. Brackett was assistant advertising director of the Continental Casualty Company, Chicago. After graduating from requests for more "liberality." Meetings were held, strategies were worked out, and a mass student symposium was staged. Undergraduates were polled and a negotiating committee was set up. At this writing, five concrete proposals, culled from the sentiments of the student body, have been presented to the Administration.

The "social issue," however, has not monopolized the student's mind. The national indictment of segregation and discrimination finds an avid audience in the Middlebury student community. Among other things, the undergraduate wants to hear the pros and cons of integration and segregation. He wants to hear in person the arguments of such speakers as Jack Greenberg, Director of the NAACP Legal Defense and Educational Fund; Ernest van der Haag, professor of Social Philosophy and Director of the New School for Social Research at New York University; Bayard Rustin, Deputy Director of the Civil Rights March on Washington; and even Malcolm X, a leader in the Black Nationalist Movement. The Middlebury student also wants to know why there are so few Negroes at Middlebury; he wants to know if there is discrimination in fraternities or sororities.

The student is concerned, too, with his own integrity. Several individuals are trying to institute an Honor Code at Middlebury. Others protest that "honor" cannot be institutionalized, that it is a personal thing. They claim a code would never work; it would be violated left and right. Still others are undecided; they would like to think about it more. They wonder if it would be an effective system or a travesty.

Above all, the Middlebury student is conscious of his magnified "seclusion" in Vermont. The myth of the inconveniences of a small, rural, coeducational college haunts his mind and is perpetuated by his conversation. Few truly prefer the "conveniences" of the modern metropolis. Most treasure the quietude and the easy pace of a small island-fortress of learning. The student is quick to point out, however, that Middlebury is by no means the exemplar of provincialism. The growing importation of cultural events, for example, is approaching the saturation mark. According to Lynn Hinman, the director of Redfield Proctor Hall, some thirty cultural events had taken place from September to November of 1963. Thirteen had been the total during the same three-month period the year before. The Middlebury student is developing a stronger interest in his education and he wants more than his classroom lectures and course texts. He wants to explore the realm of the theatre, the worlds of art and music, the intrigue of science.

Worried parents sometimes wonder about the religious convictions of their "collegians." "Has he forgotten his religion in a few short years?" "What has college done to him? He doesn't believe in God anymore; he flaunts his atheism like a child with a new toy."

The truth of the matter is that the four years of college are spotted with doubt and despair. Rare is the student whose mind doesn't do somersaults after a semester of Western Philosophy. The anomaly of existence dawns slowly, but inexorably in the hungry minds of boy-men and girl-women who want pat answers to eternal enigmas.

Dr. James I. Armstrong, Middlebury's new and inspirational President, made a very significant remark in a recent meeting with the Blue Key, a men's undergraduate honor society: "The quality of the institution," he said, "is the quality of the human base—faculty *and* students." The importance of this statement can be measured by the implications of an observation made by Dr. Armstrong in his inaugural address in November: "Four-year liberal arts colleges are on trial—on the razor's edge— according to Mr. Sidney Tickton of the Ford Foundation."

It is apparent that the pressure is on Middlebury as well as other colleges of the same genre to unveil its educational mettle if it ever hopes to compete with larger and more specialized institutions for a good faculty and a more-than-just-competent student body.

The Middlebury undergraduate is currently undergoing a subtle but steady transformation to meet the challenges of these modern pressures. The student leader has become more aware of his duty to bolster the strength of his institution by providing sophisticated and active leadership for a student body whose efforts are the measure of the College's value to the nation and its educational system. He is displaying a deep concern with his education—its methods, approaches, and results. He is growing less and less content with the traditional role of the student who "wants to be taught." He is eager to be active rather than passive.

Witness last year's formation of a Curriculum-Faculty Evaluation Committee which compiled an evaluation of almost every course in the Middlebury curriculum. This was all student-inspired, student-processed, and student-published. Middlebury's strengthened student government has begun to realize the wide dimensions of its role on the campus. A revitalized electoral procedure, progress on social code reformulation, and the compilation of an Honor Code have marked the recent progress of the Student Association.

The Student Educational Policy Committee has shown an almost inordinate degree of initiative in the realm of educational

(*Please turn to page 54*)

### Birth

A daughter, Carol Elizabeth, to Mr. and Mrs. Jay E. Hedrick (**Elizabeth Cook**), Jan. 29.

## 1941

*Class Secretaries:* **Thomas H. Bennett,** 102 Highgate Pl., Ithaca, N.Y. **Elizabeth Wolfington Hubbard,** 18 Utica St., Clinton, N.Y. *Alumni Fund Chairmen:* **John Talbott,** 446 Roxbury Rd., Stamford, Conn. **Helen Rothery Higbee,** 317 East St., Hingham, Mass.

### Birth

A third child and first daughter, Sara Guthrie, to Mr. and Mrs. William H. Grim, Jr. (**Barbara Grow**), Nov. 30.

## 1942

*Class Secretaries:* **Richard A. Files, Clarice Dionne Files,** R.D. 2, Norwell, Mass. *Alumni Fund Chairmen:* **Philip W. Robinson,** 241 Buckingham Ave., Syracuse, N.Y. **Nancy Rindfusz Bates,** 4 Brook Dr., Simsbury, Conn.

### Birth

A third son, Christopher Read, to Mr. and Mrs. Alfred Makulec (**Lois Grandy**), Jan. 15.

**Robert B. Rivel,** vice president of the Chase Manhattan Bank, has been elected national treasurer and a member of the board of directors of American Youth Hostels, Inc. The purpose of this organization is to help all, especially young people, obtain a greater understanding of the world and its people through outdoor activities, educational and recreational travel, and creative group programs.

Mr. Rivel joined Chase in 1946 and was appointed vice president in 1959. During World War II he served in the U.S. Navy for four years and is now a commander in the U.S. Naval Reserve. He holds an M.A. degree from Columbia University.

In 1959-60 Mr. Rivel was national president of the Middlebury College Alumni Association. Prior to that office he served as class secretary (1952-55), and was New York area president (1955-58).

## 1943

*Class Secretaries:* **M. Scott Eakeley,** 648 Arlington Ave., Westfield, N.J. **Margaret Dounce Dale,** 168 Maple Rd., Longmeadow, Mass. *Alumni Fund Chairmen:* **M. Scott Eakeley, Lenore Wolff Eakeley.**

**Stanley R. Tupper,** Republican representative from Maine, was named by Governor Nelson Rockefeller as New England coordinator of Mr. Rockefeller's campaign for the Republican presidential nomination.

## 1944

*Class Secretaries:* **William S. Stevenson,** 87 Pond St. Natick, Mass. **M. Jane Landes,** 1 Rockland Ave., Nanuet, N.Y. *Alumni Fund Chairmen:* **Dr. Michael Kolligian, Jr.,** 360 Winthrop St., Medford, Mass. **Patricia Noe Bursaw,** 26 Monument St., Wenham, Mass.

**Dorothy Schroeder Sterling** and her husband, Ralph, own and manage radio station, KDOM in Windom, Minn.; her address: R. D. 1, Windom.

## 1945

*Class Secretaries:* **A. William Calder, Marilyn Knust Calder,** 134 Boxfield Rd., Pittsburgh, Pa. 15234. *Alumni Fund Chairmen:* **Alan Wolfley,** Carborundum Co., P.O. Box 337, Niagara Falls, N.Y. **Paula Knight Jeffries,** 3104 Q St., N. W., Washington 7, D.C.

### Births

A fourth child and third son, Christopher John, to Mr. and Mrs. Kenneth Grube (**Carolyn Jackson**), Jan. 7. A second son, Gary Conklin, to Mr. and Mrs. Donald J. Kays (**Martha Jeanne Conklin**), Dec. 28.

**Alan Wolfley** has been elected financial vice president of the Carborundum Company. This company is a manufacturer of abrasives. Mr. Wolfley was formerly assistant treasurer of Parke, Davis & Company.

**Will Bangs** became a member of the firm of Choate, Hall and Stewart in January. **Ruth Strode Carsley** (Mrs. Hayward) received a M. Ed. degree from the University of Maine, last August. The **Rev. Howard Quirk** is assistant to the Dean of Cornell University Veterinary College; his address: 304 Hayts Rd., Ithaca, N. Y.

## 1947

*Class Secretaries:* **Ray Sacher,** 25 Lyme Pl., Roosevelt, N.Y. **Marilyn R. Bruhn,** 150 E. 93rd St., Apt. 9-A, New York 28, N.Y. *Alumni Fund Chairmen:* **Alexander Smith,** 121 Commonwealth Ave., Springfield, Vt. **Carolyn Leach DeWitt,** 40 E. 89th St., New York 28, N.Y.

**Phyllis Burke Cunningham** (Mrs. William) is teaching English in Bristol (Vt.) High School. **Robert Lusena** is teaching French and Spanish in Melrose (Mass.) High School and living at 273 Park St., Medford.

## 1948

*Class Secretaries:* **Donald B. McGuire, Jr., Nancy Weale McGuire,** 129 Larue Dr., Huntington, L.I., N.Y. *Alumni Fund Chairmen:* **Bartley B. Nourse,** 106 Bellevue Ave., Rutland, Vt. **Katherine Spaulding Ragone,** 7631 Hillside Dr., LaJolla, Calif.

### Births

A daughter, Barbara Ballou, to **Mr. and Mrs. Seabury T. Short, Jr.,** Feb. 6, 1963. A fourth child and first daughter, Martha Eaton, to Mr. and Mrs. Norman C. Taylor (**Adele Stemmler**), Sept. 25.

**Lional Slater,** industrial psychologist, has been named manager of the Human Factors Research Division of Performance Research, Inc., Washington, D. C. He will be responsible for contracts for research and consultation with business and government agencies. He will also supervise the research teams in the areas of human factors and human engineering. He serves as a director and corporation secretary of Magkem International Ltd., an overseas industrial chemical cleaning corporation based in Nassau, Bahamas, with stations in England, Italy, Japan, Venezuela and Aruba, N.W.I.

**Jack Kofoed** is general manager of the packet products division, Diamond Crystal Salt, in Wilmington, Mass., and is living at 33 Apple Hill Lane, Lynnfield, Mass.

## 1949

*Class Secretaries:* **Robert J. Simpson, Jr.,** Scarswold Apts., Garth Rd., Scarsdale, N.Y. **Janet Curry,** 1238-A Inwood Terr., Palisade, N.J. *Alumni Fund Chairmen:* **Henry W. Caswell, Jr.,** 17 Mayfair St., South Burlington, Vt. **Margaret Drysdale Price,** 66 Frankland Rd., Rochester 17, N.Y.

**Peter Cass,** David C. Thompson and Rosemary Higgins Cass have formed a partnership for the general practice of law to be known as Cass, Thompson and Cass with offices at 434 Franklin St., Bloomfield, N. J. **Edwin Kania,** assistant budget director, Anaconda American Brass Co., is the author of an article entitled "A New Look at Monthly Comparisons—A Case Study" which appeared in the January issue of the National Association of Accountants Bulletin. The article described a procedure aimed at establishing a meaningful variance to serve as take-off for further investigation.

## 1950

*Class Secretaries:* **Robert C. Jackson,** 27 Scofield Heights, Poughkeepsie, N.Y. **Jane Murdoch Baker,** R.F.D. 2, West Brattleboro, Vt. *Alumni Fund Chairmen:* **Robert Cleary,** 27 Booth Hill Rd., North Scituate, Mass. **Sylvia Ellsworth Lamere,** Stowe Rd., Waterbury Center, Vt.

### Birth

A son, Nathaniel Philip, to **Dr. and Mrs. Bernard Cohen,** Dec. 23.

**Richard K. Gardner,** formerly librarian of Marietta College is editor of the new American Library Association book selection tool, *Choice:*

Middlebury he did graduate work at Northwestern University, Mr. and Mrs. Brackett and their two children live at 1175 Elmwood Place in Deerfield, Illinois.

## 1921

*Class Secretaries:* **Sam P. Davis,** Phoenix Mutual Life Ins. Co., 20 E. 46th St., New York, N. Y. **Ruth Ashworth Wright,** R.F.D. 2, Middlebury, Vt. *Alumni Fund Chairman:* **Linwood B. Law,** 529 Norwood Ave., Buffalo, N.Y.

**Raymond Noonan** has been elected to a seventh term as vice president of the national chapter of Delta Upsilon fraternity.

## 1923

*Class Secretaries:* **Samuel J. Thompson,** 1148 Garner Ave., Schenectady 9, N.Y. **Alice Littlefield Grose,** 32 Lyman Rd., Milton 86, Mass.

**Margaret Graham Davidson** (Mrs. Edward) is on the staff of the Rutland County Counseling Service as a psychiatric social worker; her address: 54 Crescent St., Rutland, Vt.

## 1925

*Class Secretaries:* **Ernest M. Adams,** 108 Forest St., Wellesley Hills, Mass. **Beatrice Stevens McElwain,** 59 Granite St., Foxboro, Mass. *Alumni Fund Chairmen:* **Ralph DeGroff,** Garrett Building, Baltimore, Md. 21203. **Helen Miller Ingram,** 116 Main St., Brattleboro, Vt.

**Dorrisica Caswell,** teacher of Modern Languages at Manchester (N.H.) High School, has been elected to the 1963–64 edition of "Who's Who in American Education."

## 1929

*Class Secretaries:* **Thad R. Jackson,** 9 Park St., Hopedale, Mass. **Lara Wheaton Prescott,** Dudley Hill, Dudley, Mass. *Alumni Fund Chairmen:* **J. Malcolm Williams,** 3 Main St., Poultney, Vt. **Dorothy Pollard Ballou,** 27 Weybridge St., Middlebury.

**Paul Reed** has been promoted from director of instructional materials to the newly created position of supervising director of instruction in the Rochester (N.Y.) City Schools. Correction: In the Directory published in the Winter News Letter **Helen LaForce Lewis's** first name was given incorrectly as Beatrice. The address printed is correct.

## 1930

*Class Secretaries:* **W. Raymond Wells,** 109 Jay St., Scotia 2, N.Y. **Aline Buck Sandrin,** Overlea Rd., North Bennington, Vt. *Alumni Fund Chairmen:* **Robert R. Herrick,** 9329 Sherwood Lane, Indianapolis, Ind. **Janice Alwill Jackson,** 9 Park St., Hopedale, Mass.

**Virginia Knox** has been named acting state librarian in Connecticut. Since 1935 Miss Knox has served as law librarian and chief of public services in this state.

## 1932

*Class Secretaries:* **Charles E. Thrasher,** 128 Belcoda Dr., Rochester, N.Y. **Belle Ingalls Leighton,** 79 Hastings St., Portland, Me. *Alumni Fund Chairmen:* **William E. Dorn,** 292 Shore Rd., Burlington, Vt. **Eleanor Benjamin Clemens,** 36 Mill Lane Hingham, Mass.

**Ruth Humphrey Perkins** (Mrs. L. R.) is on a leave of absence from the Vermont State Department of Education and is studying at the University of Michigan; her address: Room 3513, E. Couzens Hall, Ann Arbor, Mich. 48104.

## 1934

**Harthon L. Bill** has been appointed chief of the new division of resources management and visitor protection in the National Park Service's Washington office, Secretary of the Interior Stewart L. Udall announced recently.In his new position, Mr. Bill will be responsible for the formulation, over-all staff direction and coordination of a Servicewide program for the management of park resources; protection of park visitors; and preservation of the physical features in the parks.

Mr. Bill's career with the National Park Service spans 29 years, starting in 1935 as a park ranger at Grand Canyon National Park, Arizona. In 1962 he became superintendent of Glacier National Park, one of the largest and most heavily visted units of the National Park System.

A native of Bridgeport, Conn., he received a master's degree in forestry from the Yale School of Forestry after completing his undergraduate work at Middlebury.

## 1935

*Class Secretaries:* **Raymond L. Whitney,** 37 Kenmore Terr., East Orange, N. J. **Lucy Roberts,** Tanner Rd., Webster, Mass. *Alumni Fund Chairmen:* **Burton C. Holmes,** 2808 E. Broad St., Columbus, O. **Faith Arnold Diver,** 28 Stratton Ave., Middletown, N.Y.

**Burton Holmes,** general agent, Aetna Life Insurance Co., is the twentieth man in the twenty-one year history of the Columbus (O.) Chamber of Commerce's Christopher Club to become a member of the Century Group. Christopher Club members are extended honorary lifetime membership in the Chamber after they have obtained one hundred memberships.

## 1936

**Jack Steele,** chief political writer for Scripps - Howard Newspapers in Washington, was named a winner of the 1963 Ernie Pyle Memorial Award. He received a check for $1,000 at a ceremony held in Washington. In addition to the cash award Mr. Steele received an engraved plaque. The Pyle award, open to any newspaperman in the United States, is presented annually by Scripps-Howard for writing and reporting "most nearly exemplifying the style and craftsmanship" of the famous World War II reporter and columnist. Mr. Steele was selected for on-the-spot stories on the civil rights struggle in Mississippi and Alabama during last summer. His previous honors include the Raymond Clapper and Sigma Delta Chi awards in 1949 and the Heywood Broun Award in 1951.

## 1937

*Class Secretaries:* **Robert W. Leonard, Katherine Stackel Leonard,** Box 221, Poultney, Vt. *Alumni Fund Chairmen:* **John F. Darrow,** 33 High Way, Lawrence Farms South, Chappaqua, N.Y. **Doris Heald Kendall,** 40 Meadow Court, Fairfield, Conn.

**Kenneth MacFadyen** has been appointed a representative of the New England Mutual Life Insurance Co., in Berkshire County, Mass.

## 1938

**Dr. Field H. Winslow,** a member of the technical staff of the Bell Telephone Laboratories, Inc., Murray Hill, N.J., has been elected 1964 chairman of the American Chemical Society's Division of Polymer Chemistry.

A native of Proctor, Vt., Dr. Winslow received the B.S. degree in 1938 from Middlebury College, the M.S. in 1940 from Rhode Island State College, and the Ph.D. in organic chemistry in 1943 from Cornell University. He was a research chemist with the atomic bomb project at Columbia University from 1943 until 1945, when he joined the staff at Bell Telephone Laboratories.

From 1957 to 1963 Dr. Winslow was secretary-treasurer of the Division of Polymer Chemistry, and he currently represents the division on the Society's national council. He also is a member of the American Association for the Advancement of Science and the Society of Chemical Industry.

## 1940

*Class Secretaries:* **Gordon E. Emerson, Margaret Jones Emerson,** Drumlin Rd., Pigeon Cove, Mass. *Alumni Fund Chairmen:* **Dr. Loring W. Pratt,** 37 Lawrence Ave., Fairfield, Me. **Majorie Burditt Striker,** Sandy Pond Rd., R.D., South Lincoln, Mass.

**Mrs. Mark Benz (Nancy Warner),** Jan. 20.

**Zane Hickcox** is an assistant editor with Silver Burdett of TIME, Inc.; her address: 138 W. 155th St., New York 11, N. Y. **Mary Loveless Goetz** and her husband, Charles, have two adopted sons, John Peter, born July 1, 1962 and Paul Christopher, born Aug. 19, 1963. **Theodora Martin Newell** (Mrs. Donald) was the recipient of a Newspaper Fund Fellowship by the Wall Street Journal and studied journalism at Columbia University last summer. **Robert Gilmore** is to teach English, next year, at Nathaniel Hawthorne College in Antrim, N. H. **Hull Maynard** is a partner in the insurance agency of Jones-Maynard of Rutland, Vt.; the address for him and his wife, **Joanna Taft, '58,** is R. F. D., Cuttingsville, Vt.

## 1957

*Class Secretaries:* **Charles C. Palmer, Patricia Judah Palmer,** 157 Day St., Auburndale, Mass. *Alumni Fund Chairmen:* **Wayne G. Reilly, Pamela Clark Reilly,** 405 Sulgrave Rd., Pittsburgh 11, Pa.

### Births

A second child, and daughter, Jennifer Wynne, to **Mr. and Mrs. John C. Hall (Nancy Marvin, '56),** July 13. A daughter, Mary Margaret, to Mr. and Mrs. Donald Thomas (**Margaret Zone**), May 19, 1963. A second son, Kris Calen, to Mr. and Mrs. Darrell G. Brekke (**Jane Smith**), Dec. 9. A son, Stephen Clark, to **Mr. and Mrs. Wayne G. Reilly (Pamela Clark),** Feb. 23.

**Charles Sykes** is working with CARE and is now in Poland; his address: CARE, 24 U1, Jasna, Warsaw, Poland. **James Wagner** was promoted by the Boston Gas Company to superintendent of the company's West District Street Division in December. **Richard Wiemer** was elected assistant secretary of the City Trust Company, Bridgeport, Conn., in December. **Phyllis Libman Sofer** (Mrs. Menashe) is teaching grades three and four at the Perry School in Ann Arbor, Mich. **Dr. Waldo Merriam** is on active duty with the Air Force Medical Corps; his address: 1001 Valley View Dr., Minot, N. D. **Peter Read** has been promoted to loan officer by The First National Bank of Boston. **Julee Stone MacGowan** (Mrs. Robert) is teaching in Valley Regional High School, Deep River, Conn. On February 6, **Kenneth** and **Martha Johnson Moore** adopted a son, Stuart Colt, who was born on Oct. 23, 1963. Mr. Moore is now in the Marketing Division at Smith, Kline and French. **Capt. Francis Jones** was assigned to the Army's Military Assistance Advisory Group in South Vietnamm in February. **Grover Aldrich** has been transferred by the Hamilton Watch Company, and is now a salesman in Connecticut and Rhode Island; his address: 27 Cortland Lane, Glastonbury, Conn.

## 1958

*Class Secretaries:* **John C. Lewis, Jr., Susan Lockwood Lewis,** 29 South St., Middlebury. *Alumni Fund Chairmen:* **Frank Hurt,** R.F.D. 1, Laconia, N.H. **Adrienne McLeod Heatley,** 911 Brush Hollow Rd., Westbury, L.I., N.Y.

### Marriage

William K. Hutchison to Mrs. **Patty Lee Phillips Rodie,** Mar. 7; address: 806 Morris Tunrpike, Apt. 2-A8, Short Hills, N. J.

### Births

A second child and first daughter, Nancy Holway, to Mr. and Mrs. Don H. Phillips (**Susan Daniell**), Nov 6. A son, Douglas, to **Mr. and Mrs. John Lewis (Susan Lockwood),** Jan. 18. A son, Kent Hunter, to Mr. and Mrs. John A. Ross (**Marilyn Hunter**), Mar. 8. Twin daughters, Karen Julia and Sarah Gay, to Mr. and Mrs. Carl H. Josephson, Jr. (**Beryl Pease**), Jan. 10.

**Russell B. Christensen** is a student in law school and is living at 445 E. 88th St., New York 28, N. Y. **Richard Lewis** is teaching History in Pelham, N. Y. **Stephanie Eaton** is one of New Hampshire's five representatives at the World's Fair. **Marjorie Brown Mooney** (Mrs. Edward) is an administrative assistant and secretary to the Vice-President of Engineering of the Chesapeake and Potomac Telephone Companies at Group Headquarters in Washington, D. C. **Leonard Colt** is in the sales office of Reed and Barton Company, Taunton, Mass., and is living at 18 Center St., Raynham, Mass. **Jonathan Kliegman** received his Ph. D. degree in Chemistry from the University of Chicago in August, and is now on active duty in the Army as a chemist and coordinator in research and development in Washington, D. C.; address: Lt. Kliegman, 1400 So. Joyce St., Apt. A-1412, Arlington, Va.

## 1959

*Class Secretaries:* **William W. Hussey,** 315 W. Packer Ave., Bethlehem, Pa. **Harriette Moseley Purdy,** 240 Gillette Ave., Bayport, L.I., N.Y. *Alumni Fund Chairmen:* **Anthony Garcia,** 2080 Midland Dr., Yorktown Heights, N.Y. **Jo Ann Witmer Anderson,** 1452 W. Baltimore Pike, Wawa, Pa.

### Marriages

Ernst D. van der Bent to Miss **Ilse M. Benzien,** Dec. 23. **John W. Hubbell, Jr.** to Miss Julie S. Tynan, Jan. 11. **Samuel Gualtieri** to Miss Rosemary Mayne, Aug. 17. **Dean K. Beyer** to Miss Gretchen L. Schweppe, Feb. 22; address: 228 Deer Hollow Rd., San Anselmo, Calif. Carl K. Prewitt, Jr. to Miss **Ann Biggar,** Oct. 6; address: 5945 McPherson, St. Louis, Mo. Mr. Siddiqi to Miss **Laurie Kane;** address: 1987 Middlefield Rd., Mountain View, Calif.

### Births

A son, Robert, to **Capt. and Mrs. Russell E. Miller,** in October. A son, Andrew, to **Mr. and Mrs. Andrew E. Montgomery,** in June 1963. A son, Sean, to **Mr. and Mrs. Bruce A. Phinney,** in July 1963. A daughter, Tracey Anne, to Mr. and Mrs. Anthony Balabon (**Kay Shook**), in September. A son, Alfred U., III, to **Mr. and Mrs. L. Bruce Barkman (Anne Goebel),** Aug. 14. A daughter, Jennifer Lee, to Mr. and Mrs. Craig C. Chase (**Judith Strang**), Aug. 25. A son, Stephen, to Mr. and Mrs. George H. Hartmann (**Anne Martin**), July 18. A son, Paul Craig, to Mr. and Mrs. Paul Hayes (**Anne Walker**), in September. A son, Charles, Jr., to Mr. and Mrs. Charles L. Jordan (**Barbara Simpson**), July 7. A son, John Gilbert, II, to **Mr. and Mrs. Donald L. Taylor (Janet Brouse),** July 22. A son, Marc Raymond, to Mr. and Mrs. Jean M. Wiser (**Judith Stoesser**), May 27, 1963. A daughter, Leslie Joan, to **Mr. and Mrs. William R. Moyer (Judith Plumb, '61),** Feb. 25. A second son, Robert Johnson, to Mr. and Mrs. Richard J. Vaules, Jr. (**Virginia Schlosser**), Jan. 12.

**Dean Beyer** is working in the Claims Department of the Home Insurance Company. **Alexandra Ebere** is a secretary in the Advertising Department of Reader's Digest. **William Koster** is working for the Industrial National Bank of Rhode Island and taking extension courses toward an M. B. A. degree at the University of Rhode Island. **Arthur Loeb** is a sales engineer with the Philadelphia Rust Proof Company. **David Stanton** is an accountant for the National Life and Casualty Insurance Company in Phoenix, Ariz. **Dr. Thomas Kurti** is an intern in the Waterbury (Conn.) Hospital. **Philip Hodges** is a pharmaceutical salesman for Lederle Laboratories, Division of American Cyanamid Company in New London, Conn.

## 1960

*Class Secretaries:* **Lt. Richard S. Geehr,** USAG So. Area Stuttgart, Goeppingen Sub Post, A.P.O. 281, New York, N.Y. **Nancy Munford Mulvey,** 5 Dwight St., Watertown, Mass. *Alumni Fund Chairmen:* **Lincoln Clark,** 27 High St., Cambridge, Md. **Barbara Call,** 3006 P St., N.W., Washington, D.C.

*Books for College Libraries*, which will begin publication early next year. *Choice* will be published by the Association of College and Research Libraries. Mr. Gardner, a native of New Bedford, Massachusetts, received his AB degree from Middlebury College in 1950, a diploma in literature from the University of Paris in 1954, and a master's degree in library science from Western Reserve University in 1955. He has served on the staffs of the Fondation des Etats-Unis, Cité Universitaire, Paris, and of Case Institute of Technology, Cleveland. In 1957-58 he was library adviser with the Michigan State University Advisory Group in Public Administration of the government of Vietnam.

## 1951

*Class Secretaries:* **William A. R. Deming, Phyllis Cole Deming,** Shelburne, Vt. *Alumni Fund Chairmen:* **John Gilmore, Helen Reid Gilmore,** 105 Bungalow Ave., Greenfield, Mass.

**John Mulcahy** is now branch manager in the state of Pennsylvania for the Continental Casualty Co.; his address: 476 Hoodridge Dr., Pittsburgh 34, Pa. **Homer Gowing** was appointed to the newly created position of customer service analyst of United States Envelope Company in December. He will be responsible for the general organization of systems and procedures, and imported communication in the area of customer service throughout the eleven divisions and the New York and Chicago sales offices of the company. **Richard Davis,** regional manager of the Worcester area group sales, has been cited by the Paul Revere Life Insurance Company for sales and service leadership.

## 1952

*Class Secretaries:* **Harold E. McGee,** 25 Summer St., Goffstown, N.J. **Caryl Entwistle Huffaker,** 1916 Sharon Lane, Charlotte, N.C. *Alumni Fund Chairmen:* **Kenneth A. Nourse,** 7 Sealy Dr., Potsdam, N.Y. **Jeanne Parker Cahill,** 7 Millbrook Rd., Beverly, Mass.

### Birth

A daughter, Julie Pauline, to **Mr. and Mrs. Dale B. Griffin,** Dec. 25.

**Kenneth Nourse,** Director of Admissions at Clarkson College, has been elected to the Board of Directors of New York State Association of Deans and Guidance Personnel for a two-year term. **George Rapp** was promoted by The Travelers Insurance Company in January to group training coordinator. **Audrey Frank Vorperian** and her husband, Zaven, have moved to North Conway, N. H. They will direct the YMCA Camp Nellie Huckins on Lake Ossipee in the summer, and Mr. Vorperian is working with the New Hampshire State Y. M. C. A. as director of Carroll County this winter. The Vorperians adopted a three-month old son, Bruce Alan, in November; their address: Kearsage St., Box 281, No. Conway, N. H. **Stephen June** has been named manager of production control and cost accounting at Beede Electrical Instrument Company of Manchester, N. H. **John Taylor** is now assistant city manager of Fresno, Calif.; he and his wife, **Barbara Becker,** are living at 4663 No. Ila Ave. in Fresno. **Robert Bishop** is comptroller of Browning Laboratories, Inc. of Laconia, N. H., and is living at 8 Morningside Dr. in Laconia.

## 1953

*Class Secretaries:* **Robert W. Parker,** 135 So. Main St., Middlebury. **Ann McGinley Ross,** R.F.D. 2, Middlebury. *Alumni Fund Chairmen:* **Dr. Edward B. Perrin,** 4737 48th Ave., N.E., Seattle 5, Wash. **Phyllis Laidlaw Herring,** 516 King of Prussia Rd., Radnor, Pa.

### Marriage

**William P. Marseilles** to Miss Lynn A. Matson, Feb. 8.

**Donald C. Peach** has been named the "outstanding young man of the year" by a town for the second time in four years. Recently he received this honor in Glastonbury, Conn., where he is town manager. He received the same honor from the Bloomfield, Conn., Junior Chamber of Commerce in 1960. Mr. Peach became Glastonbury's first town manager in 1960. Up to then, the town had 267 years of selectman-town meeting government.

## 1954

*Class Secretaries:* **Christopher D. Van Curan,** 44 Pequot Rd., Wayland, Mass. **Nancy Whittemore Nickerson,** 7 Ivy Pl., North Plainfield, N.J. *Alumni Fund Chairmen:* **Dr. James Ralph,** Arnold Rd., R.F.D. 2, Amherst, Mass. **Joanne Ver Bryck Kissinger,** 307 Greenwood Ave., Greencastle, Ind.

**Richard Jewett** is a field worker with the Congress of Racial Equality in New York City. **Carey Smith** is administrative assistant in the Sewanhaka High School District, Nassau County, N. Y. **Monroe Hall** is now advertising manager and sales representative with George B. Walton, Inc., sailboat headquarters for Chesapeake Bay in Annapolis, Md.

## 1955

*Class Secretaries:* **Richard Makin, Patricia Hinman Makin,** 13 Guilford Rd., Port Washington, N. Y. *Alumni Fund Chairmen:* **Bruce K. Byers,** 441 E. Glen Ave., Ridgewood, N. J. **Carlene Snyder Howland,** c/o American Express, A. P. O. 757, New York, N. Y.

### Births

A son, Andrew Hempstead, to Mr. and Mrs. Stephen Joncus (**Sandra Sharp**), July 13. A daughter, Katherine Oline, to **Mr. and Mrs. William H. Gussman,** Nov. 29. A son, Andrew Thomas, to **Mr. and Mrs. Robert T. Heller (Cynthia Eastman, '56),** Aug. 8; address: 2120 Oak Lodge Rd., Catonsville 28, Md.

**George Limbach** is now associated with the law offices of Townsend and Townsend in Palo Alto, Calif.

## 1956

*Class Secretary:* **Charlotte Duryea,** 27 Beulah St., Apt. 4, Framingham Centre, Mass. *Alumni Fund Chairmen:* **Cyrus P. Anfindsen,** 333 E. 75th St., New York 21, N. Y. **Wendy Buehr,** 137 E. 35th St., New York 16, N. Y.

### Marriages

Andrew R. Uivary to Miss **Charlotte L. Alexander,** Nov. 30; address: 1521 W. Main St., Norristown, Pa. Frederick W. Kretzer to Miss **Carolyn C. Breaks,** Dec. 13, 1962; address: 20 Martin Ct., King's Point, L. I., N. Y.

### Births

A first child and daughter, Erica Robinson, to Mr. and Mrs. Hiram Ash (**Marilyn Robinson**), Mar. 10, 1963. A son, Michael Howard, to Mr. and Mrs. David Bailey (**Sylvia Cosman**), Jan. 31, 1963. A second child and daughter, Sarah Jenks, to Mr. and Mrs. Roger B. Boocock (**Helen Kimbark**), July 26. A son, Richard Van Ness, to Mr. and Mrs. Wayne Cliff (**Margot Talmadge**), Oct. 27. A first child and daughter, Rachel Anne, to Mr. and Mrs. David Coggins (**Joan Waddell**), Sept. 23; address: Box 531, Loring Air Force Base, Caribou, Me. A son, David Blair, to Mr. and Mrs. Robert Currie (**Rosemary Knapton**), Oct. 12. A son, Stephen, to Mr. and Mrs. Stephen Henkel (**Denny Dolan**), Oct. 3. A son, James Denison, to **Mr. and Mrs. William H. Houghton (Joan MacKinnon),** Aug. 10. A daughter, Carolyn Leigh, to Mr. and Mrs. Richard W. Morefield (**Shirley Smith**), Oct. 17. A second son, Timothy Charles, to **Mr. and Mrs. Channing B. Murdoch (Jane Hoge),** Oct. 28. A first child and son, Fred B., III, to Mr. and Mrs. Fred B. Roedel (**Kay Leetch**), Aug. 1. A son, David, to Mr. and Mrs. Gerald M. Schneider (**Mary Lou Hodge**), Dec. 15, 1962. A second daughter, Laura Lind, to **Mr. and Mrs. Roald Schopp (Beverly Watkins),** Mar. 23, 1963. A first daughter, Leigh Karen, to **Mr. and Mrs. George Tasse (Marita Mower),** Sept. 13. A daughter, Margaret Grant, to **Mr. and Mrs. C. Grant Warner (Barbara MacKinnon),** Sept. 17. A second child and first son, Matthew Warner, to **Mr. and** in Washington, D. C., working for several insurance companies, mainly Connecticut Mutual, and also working part-time at real estate. **Ensign Kevin Rourke** is with the U. S. Coast Guard and is stationed on Rhodes Island, Greece, until next October. **Douglas Thayer** is manager of the Red Garter, one of a chain of new night clubs in New York City; his address: 100 Greenwich Ave., New York, N. Y.

## 1962

*Class Secretaries:* **Michael L. Black,** 13 W. 89th St., New York 24, N.Y. **Phyllis M. Cole,** 424 Homer Ave., Palo Alto, Calif. *Alumni Fund Chairman:* **Victor Micati,** 34 Berkeley Ave., Belleville 9, N.J.

### Marriages

**Lt. Martin A. Brown, III** to Miss Susan Jackson, Dec. 14. Arthur F. Jacob to Miss **Brenda A. Behan,** July 27; address: 1300 30th St., B2-32, Boulder, Colo.

### Birth

A daughter, Kristine Agnes, to Mr. and Mrs. Richard D. Maxwell (**Elizabeth Benschop),** Feb. 8; address: 171 Skyview Dr., Stamford, Conn.

**Robert Kaunitz** is a chemist with Union Carbide Chemical Company in So. Charleston, W. Va., and is living at 4137 Kanawha Ave., S. W., So. Charleston. **Spencer Jackson** is coaching skiing at Otter Valley Union High School in Brandon, Vt., and living at 7 Court St., Middlebury. **Thomas Fletcher** will be teaching Spanish at the University of Vermont next year. **Sylvia Weber** is a programmer in the engineering analysis and computations unit of the General Electric Company in Pittsfield, Mass. **Stephen Holtz** has been a student at Columbia School of Business Administration since February; his address: 1519 John Jay Hall, Columbia University, New York, N. Y. **Daniel Frederick** began a two-year assignment with the Peace Corps in Thailand in January. **Brenda Behan Jacob** (Mrs. Arthur) is teaching third grade in Westminster, Colo. **Victor Micati** is a student at Columbia School of Business. **Paul Butler** is working at the Worcester County National Bank in Worcester, Mass. **Louise Thorpe** is a research assistant in the Foreign Policy Studies Division at the Brookings Institution in Washington, D. C., and is also working toward an M. A. degree in Latin American area studies at the American University.

## 1963

*Class Secretaries:* **Francis B. Shepard,** 370 E. 69th St., New York 21, N.Y. **Michele Whitney,** 37 Kenmore Terr., East Orange, N.J. *Alumni Fund Chairmen:* **Richard P. Floyd,** Dartmouth Medical School, Hanover, N.H. 03735. **Barbara Donaker,** 715 Linden Ave., Oak Park, Ill.

### Marriages

**David H. Arnold** to Miss Susan A. Thrower, Aug. 31. **Daniel M. Phillips** to Miss Jane A. Tuzik, Dec. 28. George S. Hobart to Miss **Johanna L. Ulmer,** Apr. 6, 1963; address: 4220 Raleigh Ave., Alexandria, Va. 22304.

**Celt Grant** began a two-year assignment in January with the Peace Corps in Thailand. **Edwin Adams** is working in the fire underwriting department of the General Accident Insurance Company and is taking evening courses at Temple University; his address: 905 Clinton St., Philadelphia, Pa. **James Alexander** is studying for a Master's degree in governmental administration at the University of Pennsylvania. **Edward Baker** is studying for his M. A. degree at Middlebury's Graduate School of Spanish in Madrid. **Bruce Bjornlund** is attending Boston University Law School and living at 96 Bay State Rd. in Boston. **Michael Breen** was married to Miss Margaret Dye in June of 1962 and they now have a son who was born in April 1963. **Susan McLaughlin,** after a training period in the United States and Hawaii, arrived in Malaysia at the beginning of January to teach in a Malay medium school where no English is spoken and where she is teaching Malay. In April she will lecture on Child Psychology and Educational Psychology in Malay at the Day Training College; her address: Sultan Sulaiman Secondary School, Kuala Trengganu, Trengganu, Malaysia. **Roger Howard** is in the Coast Guard at the Reserve Training Center, Yorktown, Va. **Michael Henderson** is studying music at Harvard University. **William Starkey** is at the University of Maryland Agricultural School. **Alan Tucker** married Ruth Evans in June of 1962 and they now have a son, Gregory Alan, born August 20, 1963; Alan is majoring in Financial Management at Boston University School of Business Administration and expects to graduate in May.

**Andrew Troob** is at New York University Law School. **Daniel Phillips** is teaching at the Pingry School in Hillside, N. J. **William Delahunt** is at graduate school in Rome, studying Art, Western Government and Italian. **Lewis Goldman** is a student at New York Law School. **William Fisher** is serving as an intern under the Harvard Internship Program during this second semester. **Charles Honsberger** joined the Navy in 1961 and is currently serving on Polaris submarine USS John Marshall SSB (N) 611; his address: 101 High St., Mystic, Conn. **Cynthia Macomber Nye** (Mrs. H. Graham) received a Bachelor's degree cum laude with high departmental honors in Sociology from Wheaton College last June; she was elected to Phi Beta Kappa. **Susan Balogh** is an underwriter with the Home Insurance Company in New York City and is living at 92–16 34th Ave., Jackson Heights 72, N. Y. **Carol Keyes** has been skating in five numbers in the Shipstads and Johnson Ice Follies this past winter. **Lt. William Brian** is on active duty in the Army and is stationed at Ft. Benning, Ga. **Peter Frame** is enrolled as a graduate student at Boston University's School of Public Relations and Communications where he is working toward an M. S. degree in Broadcasting. He is a graduate assistant and is also working at Boston's educational TV station, WGBH-TV, as a B. U. scholar, an $1,800 a year working scholarship; his address: 262 Newbury St., Boston, Mass. 02116.

## Master's

**1932—John D. Stevens,** retired member of the Guidance Department at Winchester (Mass.) High School, died in December on Prince Edward Island following a long illness.

**1938—Beatrice W. Cressey** is doing part-time teaching in French at Lynn (Mass.) High School.

**1943—Francis C. St. John,** former headmaster of the Barlow School, died February 25 in Sharon, Conn.

**Eleanor Titcomb** will become assistant professor of French at Lebanon Valley College in Annville, Pa., next September.

**1961—John Ragle,** teacher of English at Springfield (Vt.) High School, has been selected as one of the ten finalists in the "National Teacher of the Year" awards program.

**1964—Richard Garner** who received his degree from Middlebury in February is teaching French in grades 4 to 9 in the Manchester (Mass.) school system.

## Obituaries

French School Alumni will regret to learn of the sudden death on January 18, 1964 of Mrs. Anita Ford Packard, a member of the French School faculty from 1929–1934. She was a teacher of French at the Choate School in Wallingford, Connecticut with her husband Hugh Packard. She was a daughter of Prof. J. D. M. Ford of Harvard University, graduated from Radcliffe College in 1923;

### Marriages

C. Jackson Barstow to Miss **Carolyn Bjorn,** Feb. 1; address: The Westmore, Apt. 8-A, 333 W. 57th St., New York, N. Y. John W. Weigel to Miss **Elizabeth A. Andrews,** July 13; address: 419 W. 118th St., Apt. 53-A, New York, N. Y. 10027.

### Births

A daughter, to **Mr. and Mrs. David Lutton** (**Mary Kinghorn**), Dec. 21. A son, Trevor Radcliff, to **Mr. and Mrs. Richard R. Atkinson,** Sept. 1. A daughter, Leigh, to **Mr. and Mrs. Sherburn W. Merrill, Jr.,** Feb. 7, 1962. A second son, James Dominic, to **Mr. and Mrs. Richard C. Bullota** (**Caroline Vinciguerra**), Dec. 5.

**Melvin Reskin** received his LL. B. degree from Boston University in June, was admitted to the Connecticut Bar in August, and is now studying for an LL. M degree (concentration in advanced property law) at New York University; his address: 33 Washington Square West, Apt. 14-E, New York 11. **Steven Young** is studying for a Master's degree at the University of Alaska and living at 224 Illinois St., Apt. 1, Fairbanks. **John Girvan** is a sales correspondent with Haartz-Mason, Inc., coated fabrics plastics industry; his address: 50 Charlesgate East, Boston, Mass. **Robert Ingram** has completed his tour of active duty in the Army and is now admissions officer at Windham College in Putney, Vt.; his address: 116 Main St., Brattleboro. **Peter Ingold** is a research assistant and candidate for a Ph. D. degree in Japanese affairs and geography at the University of Michigan; his address: 1002 West Liberty, Ann Arbor. **Gretchen Augat** is admissions counselor for the Katherine Gibbs School in Boston and living at 49 Lincoln Ave., Attleboro, Mass. **Dorothy Catelle** completed work for her Master's degree at U. C. L. A. last summer. **Kathryn Olds Falconer** (Mrs. William) is an aphasia therapist at the University of Michigan Speech Clinic. **Caroline Smith Freeman** (Mrs. Donald) has been an instructor in Political Science at the University of Connecticut since the end of January. **Paula Hartz** is an editorial assistant for Houghton Mifflin Company in Boston. **Lt. Barbara Machen** is a physical therapist at Montebello State Hospital in Baltimore, Md.

**Louisa Potts** is an intern school psychologist in the Springfield (O.) Public Schools; her address: 1566 E. High St., Springfield. **Patricia Knox Welles** (Mrs. Samuel) is teaching English and Physical Education in a private school in Berkeley, Calif. **William French** is a trainee in the Hartford National Bank and Trust Company; his address: 22 E. Maxwell Dr., West Hartford, Conn. **Molly Dugan** is studying at Middlebury's Graduate School of Spanish in Madrid and expects to receive her M. A. degree in August. **Capt. David Percival** is in Bamberg, Germany; his address: 15th Trans. Co., A. P. O. 139, New York, N. Y. **George Camp,** a U. S. Classification and Parole Officer, has been transferred from the Federal Penitentiary in Terre Haute, Ind. to the Federal Penitentiary in Marion, Ill; the address for him and his wife, **Anne Schaefer,** is 1423 Julianne Dr., Marion. **Ralph Bergman** passed the Connecticut State Bar Examination in February. **Russell Hoyt** is a retail book salesman and is living at 65 Palmer Ave., Larchmont, N. Y. **Thomas Irwin** who has received his M. S. degree from the University of Vermont will teach science and coach skiing at the new Champlain Valley Union High School in Hinesburg, Vt., next year. **James Smith** is with the Aetna Casualty and Surety Company in Pittsburgh, Pa., and is living at 831-P Sleepy Hollow Rd. in Pittsburgh. **Edward Fowler** began a six-week sales training program with Frank G. Haugh Company, Libertyville, Ill., in early March after which he will be in Harrisburg, Pa., where he will assist in management of distribution in Pennsylvania and New York.

## 1961

*Class Secretaries:* **John L. Williams,** 1038 Beacon St., Brookline 46, Mass. **Janet S. Reed,** 116 Crosman Terr., Rochester 20, N.Y. *Alumni Fund Chairmen:* **Alfred Farrell,** 1514 Lee Highway, Apt. 201, Falls Church, Va. **Frances Blick Westerbeke,** c/o Lt. John Westerbeke, Ordnance Co., 2nd Bn., 333rd Arty., A.P.O. 176, New York, N.Y.

### Marriages

William H. Lewis to Miss **Lois W. Ryman,** Dec. 28; address: 5 Dunbar St., Chatham, N. J. **Frederic L. Fischer** to Miss Eleanor W. Lamson; address: 39 Remsen St., Brooklyn Heights, Brooklyn, N. Y. **David B. Ross** to Miss Elizabeth Gustafson, Jan. 26, 1963; address: Glen Goin, Alpine, N. J. **Anthony S. Keller** to Miss Andrea Miller, in July; address: 145 E. 15th St., Apt. 5-E, New York, N. Y. **Thomas E. Fletcher** to Miss Marita Kallfelz, Feb. 29. William C. Hannemann to Miss **Judith E. Starbuck,** Dec. 20; address: 1023 Los Trancos Woods Rd., Portola Valley, Calif.

### Births

A daughter, Pamela to **Mr. and Mrs. Robert Barry** (**Diana Smith, '59**), Aug. 4. A son to **Mr. and Mrs. William Badgley,** Jan. 7, 1963. A daughter, Bonnie Jean, to **Lt. and Mrs. Peter Connal,** July 16. A daughter, Holly Sears, to **Mr. and Mrs. John A. Curtis,** July 2. A son, George L., IV, to **Mr. and Mrs. George L. Geckle,** Nov. 21, 1962. A daughter, Jenifer Paige, to **Mr. and Mrs. James B. Godfrey, Jr.,** Aug. 28. A son to **Lt. and Mrs. Miles H. Hubbard, Jr.,** Sept. 19. A daughter, Wendy Leilani, to **Lt. and Mrs. Hugh S. Weisman,** Dec. 20, 1962. A daughter, Kristin, to Mr. and Mrs. John E. Page (**Priscilla Allen**), Oct. 12. A son, Donald Winslow, to Mr. and Mrs. David Ryder (**Melinda Robart**), Nov. 4.

**Paul Dolan** is in production planning and inventory control with Chesebrough-Pond's Inc. in Clinton, Conn., and is living on Town Beach Rd., Old Saybrook, Conn. **Susan Barber Newton** (Mrs. Douglas) is an advertising trainee with Faust/Day Advertising in Los Angeles, Calif., and is living at 1350 No. Edgecliffe Dr. in Los Angeles. **William** and **Sally Howard Maxwell, '62,** are living at 13 Worcester Square, Boston, Mass.; Sally is a policy holder service representative with Liberty Mutual Insurance Co. **Linda Leighton** is teaching German and English at the Memorial Junior High School, Huntington Station, N. Y.; her address: c/o Sweetser, 134 Maple Hill Rd., Huntington, N. Y. **George Chatfield** is district manager of Kemper Insurance Company; his address: 297 Buena Vista Rd., New City, N. Y. **Loring Green** received a Master's degree in Geology from the University of Kansas last June and is now an exploration geologist; his address: 1711 E. Grant, Tucson, Ariz. **Anthony Keller** is a staff writer for National Educational Television in New York City. **Richard Adam** is teaching French at Ann Arbor (Mich.) High School. **Joseph Cusimano** is a trainee with Marlin-Rockwell Ball and Roller Bearing Corp. in Jamestown, N. Y.

**Alex Ellwood** is employed by the Equitable Life Insurance Company of Iowa. **Paul Frazier** is a student in Civil Engineering at Worcester Polytechnic Institute. **John Heywood** is director of admissions and freshman football coach at Renssaeler Polytechnic Institute. **William Hopkins** is an adjuster for the Hartford Accident and Indemnity Company. **Forrest McCarthy** is manager of the men's division of Lord and Taylor in Philadelphia; he and his wife, **Sandra Brown, '63,** are living at 366 Bala Ave., Bala Cynwyd, Pa. **Paul Palermino** is in his first year at Boston University Law School. **Edwin Rothchild** is a management trainee with the Monroe Business Machines Division of Litton Industries. **Berton Willard** is a graduate student at the Institute of Optics, University of Rochester, Rochester, N. Y. **Edward Mooney** is an insurance broker

## ROLE OF SCIENCE EXAMINED

(*Continued from page 3*)

decisions, write poetry. Machines will do all things requiring only logic and the mathematical formulas to be accomplished. It is here," Dr. de Santillana pointed out, "that science presents dangers to society, if men do not use machines properly."

Dr. Franken, the next speaker, discussed the development and utilization of the laser, a unique source of light and a "package of radiant energy." He pointed out that the investigation of lasers is introducing some exciting concepts into the study of physics—the laser makes it possible to concentrate light energy to peaks never before possible.

A valuable tool for pure scientific research, the laser also has, as Dr. Franken commented, a tremendous scope for practical application.

In the conclusion of his talk, Dr. Franken approached the question of the role of science in society. He continually stated throughout the Conference that, "Science is an art," and as an art and a profession it cannot be isolated from other arts and professions, "Too often people are apt to put science and scientists in a special section of life," he said, "but they are no more separate than poets, linguists, teachers or philosophers."

Representing the field of biochemistry, Dr. Chargaff described the two major types of nucleic acid—DNA and RNA—and went on to discuss their functions in controlling hereditary changes and constants in the genetic structure of human beings. "Soon," he predicted," man will begin to manipulate these hereditary elements." Only by "monkeying" with genetic structures and attempting to induce mutations will man create a truly "Man-Made Man." The danger inherent here, he pointed out, is that in "trying for a Mozart," one could conceivably err and "get a Hitler," instead.

Dr. Skinner concluded the Conference addresses. He discussed the role of psychology in predicting and controlling human behavior. And he emphasized "environmental influences" as well as "genetic endowment" as factors in controlling behavior. Dr. Skinner feels that we are now in a transition period between the coercive methods and the more powerful and subtle positive reinforcement of human behavior.

The four speakers were given an opportunity to draw together some major points of the two day conference at a final panel discussion. They emphasized that science and scientists can not and should not be isolated from other facets of human life. They agreed that they were not serving any ultimate purpose in their work, but found satisfaction in their profession as any other human being does in his. They continually affirmed that scientists are, once and for all, men. They are citizens of the human society and, as such, share responsibilities with other citizens. The use or misuse of science is ultimately the decision of the society as a whole. The scientist's major responsibility, as the speakers concluded, must be to extend knowledge and not to restrict or conceal discoveries for fear of their misuse. Ultimate responsibility must and should remain with the framework of our political and ethical mores.

## THE TEACHER AND THE LEARNER

(*Continued from page 7*)

him. I recall hearing one of the great teachers of my time say in a speech to a Phi Beta Kappa annual dinner some years ago: "We need, therefore, teachers who care most of all for other men as individuals, wherever they find them, on the campus, in the world, men of all sorts and conditions. We need teachers who, however learned and expert, transcend their specialty with a constant sense of its final value in human terms; so that whatever they teach, whether science or humanities, their teaching is authenticated, not only by their expert knowledge, but by this transcendent sense of its real values—in short, the teacher who is humanly greater than his subject."

Professor Lewis D. Stilwell, for forty-three years a teacher of history at Dartmouth, summed up his profession thus: "The college is a classroom. In that classroom you must talk plain, honest English and you must know a whale of a lot. Never have I been equal to this challenge, but it has been a lot of fun to try."

Finally, the genuine teacher will have about him a quality which I shall call *loneliness*—he is lonely—driven by the inner excitement of discovery—lonely until he has had a chance to share his discovery with others. This is an imperative of his life—to communicate whether in oral or written form, whether in lecture or dialogue, whether in book or article.

Such are the hallmarks of the men and women—*contagious, passionate, lonely*—men and women who give life and meaning to the values of the liberal arts and sciences. Such men and women the colleges of the country must have. Middlebury College has a significant tradition of the teacher-scholar; it is a tradition which will be nurtured now and in the years ahead. But this will require a real commitment to the crucial importance of the genuine teacher. If private institutions such as Middlebury College are to continue to attract and hold a first rate faculty, they must have help. *Our needs are many, but at this point in Middlebury's long history, none is more compelling, it seems to me, than the needs of the faculty.* Hence we put our hands to the plow and look not back. You will hear from us and about us. The teachers of Middlebury College and all those who undergird them would be *almae matres et patres*, fostering mothers and fathers, to your sons and daughters—fostering the vision of your sons and daughters—a vision to see with brighter, steadier, more understanding eyes. If they are to do this and do it well, there must be an expenditure of great energy stimulated by strong conviction.

In my brief experience at Middlebury College, I am convinced that the convictions are here and the potential energy for great advances is here.

## FINE ARTS AT MIDDLEBURY COLLEGE

(*Continued from page 11*)

library of the achievements of the past. We have found that this is true in a great many other fields of

Mary S. Rosevear

> *Miss Mary S. Rosevear, emeritus associate professor of Physical Education for Women died April 1 at the age of 73*

Miss Rosevear had been a member of the college community for thirty years until her retirement from the faculty in 1954. Her patient, kindly and wise teaching will be remembered by several generations of Alumnae.

Born in New York City, Miss Rosevear was graduated from Packard Collegiate Institute and the Savage School of Physical Education at Syracuse University. She taught at St. John's School in New Jersey before joining the Middlebury faculty in 1924 as an instructor in Physical Education.

She was a member of the American Association of University Professors, National Society of New England Women, National Society of Colonial Dames, and served as treasurer of the Vermont Episcopal Church. Miss Rosevear had been active in the affairs of St. Stephen's Episcopal Church and the League of Women Voters in Middlebury.

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studied at the University of Paris and at the University of Grenoble, earned her Ph. D. degree at Harvard University in 1929. She was a member of Phi Beta Kappa and taught also at Smith College. Tall, gracious, gay and enthusiastic, she is remembered with affection by her Middlebury pupils.

**1901—Mildred A. Weld,** 84, died December 21 in Indianapolis, Ind. She had taught in the public schools of that city from 1909 to 1946. From 1930 to 1946, when she retired, she had been principal of School 15 on East Washington St. Miss Weld held a B. S. degree from Middlebury and an M. A. from the University of Indiana. Survivors are her brother, Charles, '05, and a sister-in-law, Florence Duncan Weld, '06. She was a member of Pi Beta Phi sorority.

**1903—Amelia Hausman,** 87, died January 14 in Sunderland, Mass. Miss Hausman had been a teacher of languages in high schools in Grantwood and East Orange, N. J., Evanston, Ill. and Duxbury, Mass. She was a member of Pi Beta Phi sorority and Phi Beta Kappa.

**1905—Adolphus C. Pilger,** 82, died February 10 in Rocky Bluff, Fla. Following his graduation from college he was with the N. Y. Telephone Company for twelve years. Later he had his own contracting business in So. Orange, N. J. From 1928 to 1945 ,Mr. Pilger ran a dairy farm in Batavia, N. Y., where he was very active in behalf of milk producers and wrote many articles on the milk industry. From 1948 until his retirement he was vice-president of the P. D. Bates Company of Ridgetown, Ontario. Survivors are three children by his first marriage, two sons, Adolphus, Jr. and Karl and a daughter, Mrs. Bruce K. Wilson. Mr. Pilger was a member of Delta Upsilon fraternity.

**1912—Royal A. Wray,** 75, died early this year in Bryn Mawr, Pa. Most of his life had been spent in the insurance business and he was associated with several companies before opening his own business, the Wray Agency, in Liberty, N. Y. Mr. Wray is survived by a son, Alexander, and a daughter, Mrs. Richard Page (Jane). He was a member of Delta Upsilon fraternity.

**1913—Dora Willson Brown** (Mrs. Bert I.), 75, died December 25 in Lunenberg, Vt. Until her marriage in 1919 she taught in high schools in Vermont and Massachusetts. From 1920 until her retirement in 1958 she served as Town Clerk for the town of Lunenberg. Survivors are two daughters, Mrs. Marjorie Lavalley and Mrs. Marion Streeter and two stepdaughters.

**1915—George W. MacLaughlin,** 71, died suddenly February 4, in Camillus, N. Y., where he had been principal of the high school from 1925 until his retirement in 1955. Mr. MacLaughlin is survived by his wife, the former Leona Keefe. He was a member of Alpha Sigma Phi fraternity.

**1917—Letitia Calhoun Holden** (Mrs. Carroll C.), 70, died January 17 in Proctor, Vt. Until her marriage in 1951 she had taught in high schools in Fair Haven, Bradford, Woodstock and Bennington, Vt. Surviving are a brother, Walter Calhoun, and several nieces and nephews. Mrs. Holden was a member of Kappa Kappa Gamma sorority.

**1918—Josephine F. Menotti,** 69, died December 21 in Waterbury, Conn., where until her retirement in 1957 she had been a teacher of Italian at Crosby High School for twenty-three years. She is survived by her sister, Eva Menotti Fitzgerald, '27. Miss Menotti was a member of Phi Beta Kappa.

**1918—M. Smith Webb,** 67, died February 2 at his home in Beacon, N. Y. Since his graduation from Middlebury he had been associated with the real estate and insurance firm of E. J. Webb and Son as president and treasurer. Mr. Webb was very active in community affairs and at the time of his death was chairman of the Beacon (N. Y.) Planning Board. He is survived by his wife, the former Ruth Cambridge, '20. He was a member of Delta Upsilon fraternity.

**1918—Edward W. Earle,** 68, died Feb. 14 in Florida. Until his retirement in 1951 he was associated with the Standard Oil Company of New Jersey as an accountant and office manager in the Real Estate Department. In 1921 he married the former Anne E. Flannery and they had one son, Edward W., Jr. Mr. Earle was a member of Chi Psi fraternity.

**1920**—Word has been received of the death of **William McMaster,** 66, last April. He held A. B. and A. M. degrees from Middlebury. From 1922 until his retirement in 1958 when he moved to Calais, Me., he had taught in the Passaic (N. J.) High School. Mr. McMaster married Virginia Nickerson in 1925.

**1921—Frank H. Mercer,** 66, died December 17 in Stratford, Conn., where for the past forty years he had been associated with the C. J. Mercer and Sons Fuel Company, first as secretary and then as president. After a year at Middlebury Mr. Mercer enlisted in the Army during World War I and was assigned to the 18th Engineer Corps for special study at Carnegie Technical Institute to which he later returned for study. Prior to his association with the Mercer Company he worked for the Alloy Steel Company and later for the Consolidated Retail Coal Company. Mrs. Mercer, the former Angeline Cunningham, survives him. Mr. Mercer was a member of Delta Upsilon fraternity.

**1937—Marjorie Allen Saunders** (Mrs. William L.), 47, died suddenly on January 16 in Evanston, Ill. In the years prior to her marriage in 1945, Mrs. Saunders had taught in Glens Falls and Chestertown, N. Y. High Schools and served as a Wave in the Navy during World War II. She had done graduate work at Middlebury's French School, George Washington University and Stanford University and received her A. M. degree from Middlebury in 1947. At the time of her death, Mrs. Saunders was a member of the French Department of Evanston, (Ill.) High School. Survivors are a daughter, Mary Lee, and a brother, G. Harding Allen. She was a member of Phi Beta Kappa and Alpha Xi Delta sorority.

ships too. After that there was no good place to stop, and they didn't stop. It came to be a regular part of the process of entering college to get a scholarship, just as much as to present an admission certificate. Only 7 students of the 204 paid full tuition during the year of which I made report to Dr. Buttrick. Middlebury was by no means the only institution at that time which was so administered.

My first meeting face to face with the student body was in the Old Congregational meeting house in the village. I offered a prayer, and made them an address in which I told them that a college existed not to give professors a job, but to make men out of boys. At the close I touched on the scholarship situation. I told them it was not good business to remit tution, to give away in scholarships more than income received for that purpose, and that I was put there to give the College a good business administration.

Reminding them that their scholarships had been promised only for a year at a time, I said that hereafter it would not be a mere matter of asking and receiving, but that each application would be carefully considered. Those who preferred to pay their tuition on understanding the situation, and after conference with their parents, need not apply. Any who did not apply before October 15 would be billed for tuition. I continued; "I want to treat every student fairly. If you feel you should have some help, come to my office and I will try to do the right thing by you."

Quite a number did not come and their names never appeared thereafter on the scholarship rolls. But many were in financial circumstances which made it entirely right for them to request scholarship aid. To students working their way full tuition was granted as before. Some were asked to pay half their tuition, others only one-quarter. So far as I have learned to this day, I did not send a single student away dissatisfied or feeling that he was asked to pay more than was right.

But when I was through I had $5,000 more than was paid on tuition the previous year.

Then I went back to Dr. Buttrick. He had been seeing a half dozen college presidents a day and had forgotten what he had told me before. He began rambling along on the same story, how he knew old Middlebury, and all the teachers he ever had when he was a boy who were any good came from Middlebury, but he couldn't help us because our income from tuition —. And then I pointed to the place in the blank which showed over $6,000 from tuition instead of $1,080.

"Why, Thomas!" he said, "how did you do that?"

I told him, and in due time the General Education Board voted us a grant of $100,000 on condition that we raise $200,000 additional, which we did. Later the same Board made another grant, still larger.

I have never met the elder Mr. John D. Rockefeller, but I have often wished I could meet him and tell him the deep and heartfelt gratitude I have cherished toward him all these years. Through his organization, and the wise methods by which that organization stimulated the benefactions of others, he did more than any other man to help Middlebury regain her historic position among New England colleges.

Where should we put the home for the girls which we were obligated to erect by Dr. Pearsons' gift? The trustees some years before had bought a building lot on a street opposite and east of the campus as a site for a women's dormitory if and when some benefactor could be found to provide the funds to erect one. Apparently it was not considered that Middlebury women would ever need more than one building. There are now half a dozen and the College has plans for a complete college plant for women.

I had assumed that Dr. Pearsons' building would be erected on the building lot just mentioned. Actually it was placed on land to the north and west provided by Joseph Battell. And thereon hangs another tale.

## MIDDLEBURY'S LONG TIME FACULTY

(*Continued from page 20*)

by Mr. Healy are in the permanent collections several museums, including the Boston Museum of Fine Arts.

When asked in a recent interview how he chooses a setting for his pictures, Mr. Healy smiled and remarked that most of his works are titled "turn of the road" because "it's more comfortable to sketch in the car then to get out." In addition, he prefers scenes in March and November when "the bones of the earth are evident."

Mr. Healy is also the co-author (with Alfred Frankenstein) of *Two Journeymen Painters*, and President of the Sheldon Museum in Middlebury. Shooting geese in Canada and horse racing, "but not wagering uncomfortably" provide a further source of interest.

But it is his qualities as a man which win for Mr. Healy a special place in the hearts of those who know him. "You mustn't be shy with me because I'm like an old shoe," he remarked to the interviewer, and set a characteristic tone of quiet modesty and twinkling humor for the conversation.

This summer, Mr. Healy plans to travel in Ireland, "the native heath." While there, he intends to "paint some pictures, make rubbings of Runic crosses, photograph Palladian houses formerly occupied by absentee landlords, try to catch a salmon, and go to some race meets. If I don't get all of these things done I'll do other things."

He says that he believes in leprechauns, and was quick to draw one during the conversation to illustrate his point.

Such witty and spontaneous anecdotes continually punctuate Mr. Healy's conversations and his lectures. In an age of prose, he preserves the refreshing enthusiasm of the poet.

## WITH OUR FACULTY

(*Continued from page 38*)

**Professor Wolff** has also published an extensive article on "Stages in Industrial Organization" in the Earlham College Series "Explorations in Entrepreneurial History." His study here deals with the stages in the early industrialization of the textile trades in Germany.

**Dr. Paul M. Cubeta** (English), whose promotion to a full professorship has recently been announced, has endeavor. Even professionals, in a spirit of sensationalism will seek to attract attention by painting like amateurs. The latter will always, I suppose, strive to paint like professionals. We do not in any way wish to undervalue art by expressing this point of view, because the study of it is enhanced by dissention, and we have always felt it healthily to be the most revolutionary of subjects.

*Q. Is there any relationship between Middlebury's unique setting in Vermont and opportunities for painting from nature?*

**A.** This is a question which many people who visit Vermont ask most naturally. This state is rather an out-post and offers the calm of the 19th century. It is attractive to many in its release from the tensions of cities, and coming here is basically escapist. It is but natural that individuals seek a degree of repose for meditation at a time when our frontiers are vanishing and Vermont offers this sense of removal. It is a very beautiful state, and in its retention of that which is old and its often shy acceptance of the new, it has a romantic quality. Students in the painting courses are very much encouraged to look, meditate on, and react to this natural endowment.

*Q. What are the urgent needs in terms of physical plant expansion?*

**A.** The Department of Fine Arts at Middlebury is really but twenty years old, although before this time there were courses given by members of the faculty who gave these incidentally. We teach one-fourth of the student body in one or more courses in the academic year. The interest and contribution of Americans in the fields of architecture, painting and sculpture is one of the great cultural miracles of our time. As a result of an interest in it we have so outgrown our facilities, which we remember welcoming a few years ago, that if we are to offer a program comparable to those of other colleges, something must be done, and very soon. Our administration, we understand, is well aware of our needs, and high on the list of their concerns is consideration of affording adequate areas of study, lecturing, library and gallery space. We are adding an instructor to our busy staff next year. The Department takes great pleasure in applauding the sensitive break from tradition in the design of the new Library wing and hopes that this expressive spirit, contemporary in solution, will continue.

*Q. Has the Fine Arts Department played a part in the art education in the Town of Middlebury?*

**A.** The Fine Arts Department has tried to play a part in the encouragement of an interest in art rather than concern itself with the art education of the citizens of the Town of Middlebury. Regrettably, we neither have the time nor the space for the latter, although we have, we feel, done a great deal in cooperating with the local schools. By means of an organization known as Patrons of Art at Middlebury we have sought to bring modest exhibitions to Carr Hall in a very limited gallery space. This program has been supported almost entirely by the town people of Middlebury and the faculty of the College. Such support has enabled us to acquire a few items skeletally looking forward to a permanent collection.

It is only fitting that I express at this time my gratitude and that of the College to the teachers who have done much in the past to further the work of the Department. These gentlemen and ladies have left us to become chairmen of departments or important teachers in other institutions. This effort is being carried on by Dr. Robert F. Reiff and Mr. Peter Walton at the present time.

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## "THE STRENGTH OF THE HILLS . . ."

(*Continued from page 14*)

for $25,000 having met his conditions in full, cash in the treasury.

On the highest point of the Middlebury campus, commanding a mountain view unsurpassed even in Vermont, stands Pearsons' Hall, which was built with part of that money. The largest contributor to that fund was Mr. A. Barton Hepburn, then President of the Chase National Bank of N.Y. There is a story about that contribution.

. . . . . . . . . .

But at the next meeting of the Board of Trustees Mr. Hepburn took his place, and he attended every subsequent meeting until he died. During the summer following our interview he sent his check for $22,000 toward the $100,000 we were raising. Later he built and furnished a dormitory, which cost him $115,000. Toward another fund he contributed $100,000 and in fact a substantial portion of the $4,186,000 of Middlebury's present endowment came from gifts and bequests of the man who didn't believe in directors who didn't direct. . . . . . . . . . .

You will recall that Dr. Buttrick said that the General Education Board could not help Middlebury College because the institution received so little from tuition, only $1,080 from over 200 students, and that I might come back if and when the college could show a better record in this respect.

Middlebury then had some $80,000 scholarship endowments, yielding an annual income of $4,000 or the tuition of 50 students at $80 each. In earliest times there were less than 50 students, and every student could have a scholarship if he asked for it. When students 51 and 52 came along, it seemed discriminating not to give them scholar-

# Sports

By Max Peterson

The snow is off the ground and the spring sports are underway, but, before it's too late, it might be good to take a quick look back at what happened to Middlebury athletic teams during the past winter.

Coach Bobo Sheehan's ski team experienced a highly successful season. The Panther skiers won the competition at both the Middlebury and Dartmouth Winter Carnivals. Although Middlebury failed to win the Eastern or National championship titles this year, the team showed through outstanding individual performances that it now has, and will continue to have for at least another two years, one of the finest Alpine teams in the nation. Panther skiers continue to make their mark in United States ski circles and will be among top contenders for membership in the 1968 Winter Olympic team.

Middlebury's other winter sports teams, hockey and basketball, were not on the level of the ski team's accomplishments. Coach Duke Nelson's hockey team posted a record of four wins and nineteen losses, while Coach Stub Mackey's hoopsters had their best season in three years but still only managed to win four games of a scheduled fifteen contests.

John Clough, '64, captain of the ski team, capped a fine season record with a first place sweep of both Alpine events and Alpine Combined honors in NCAA competition at Franconia, N.H. He was the third skier in NCAA history to record such an accomplishment. The only others in the country to duplicate Clough's feat were Marvin Melville of Utah in 1959 and Chick Igaya of Darmouth in 1955.

Clough and teammates Roger Buchika, '66, and Pete Ruschp, '66, turned in one of the finest seasons recorded for many years in college skiing competition with a sweep of the first three places in both Alpine events at the Dartmouth, Middlebury and Williams Carnivals. This Panther trio did nearly as well in competition with the nation's best skiers in the NCAA championship with a first and tie for third in the giant slalom and Combined Alpine, and a first in the slalom.

The Panther Alpine squad's domination of the downhill and slalom paid off handsomely and made up for what was lacking in Nordic events to give Middlebury wins in both the Dartmouth and Middlebury Carnivals. A very poor showing in cross-country in the Eastern Championships at Williams College cost the Panther skiers the title as they finished the meet in second place. Failure to turn in first rate performances in cross-country and jumping at the Nationals was responsible for the Panthers' fifth place, despite Middlebury's Alpine accomplishments.

John Clough's outstanding performance will be missed by the Panthers next year. However, sophomores Buchika and Ruschp have developed into two of the best competitors in the East and will be on hand next winter to stabilize Coach Sheehan's team.

Buchika won the Junior National Giant Slalom in 1961. He injured his leg in Olympic trials last year, but came back strong this winter.

Ruschp, who tried out for the Olympics last year, has developed during the past winter into one of Middlebury's key skiers.

Other Alpine skiers who will be on hand to help the Panthers next season are, Norton Webber, '65, and Tom Easton, '66. Tom is also a top Nordic competitor. Other important Nordic event skiers are John Broadhead, '66, Peter Swallow, '65, and Dennis Donahue, '66.

Lacking a strong offense and stiff defense the Panther hockey team lost six consecutive games before posting their first win over Hamilton at the Memorial Field House. Middlebury continued on into the season losing the next eight events, then upset Bowdoin at Brunswick, Maine, before returning to Middlebury to defeat Amherst and the University of Massachusetts. The freshman hockey team finished the season with three wins and six losses.

On the basketball court it appeared at times that Coach Mackey had developed a winning combination. The Panthers played well nearly defeating favored Vermont and St. Lawrence and giving other teams close competition. The Middlebury hoopsters posted wins over Norwich, Loyola of Montreal, R.P.I., and Clarkson. In five other games they lost by very close scoring margins.

*Middlebury's "top skiers" of the 1964 season were: (left to right) Roger Buchika, John Clough, and Pete Ruschp.*

accepted an appointment to the Advanced Placement Examination Committee in English of the College Entrance Examination Board. The Committee is responsible for preparing the Advanced Placement Examination in English and for participating in late June conferences for teachers of advanced placement courses on the secondary school level.

This is the program through which entering freshmen may embark upon sophomore level work receiving not only advanced placement but also credit for the college degree for higher level performance in their preparatory schools. One hundred and eighty-one semester hour credits were awarded to twenty-three members of the Class of 1967 last fall. In addition to English the subject areas included mathematics, American Literature, biology, history, and the foreign languages.

**Dr. Paul C. Wermuth** (American Literature) has just published a new textbook, "Modern Essays on Writing and Style." In March he addressed the National Council of Teachers of English. Dr. Wermuth is teaching Professor Howard Munford's courses this year.

**Dr. Robert W. Gleason** (Chemistry) has been awarded a second Grant from the Petroleum Research Fund of the American Chemical Society. Professor Gleason will proceed with research already under way on the Oxidation of 1, 1—Disubstituted Hydrazines. This Grant will support his work from June 1, 1964 to August 31, 1966.

## BLURRED VISION

(*Continued from page 40*)

full well the consequences. Freedom cannot be a blur. It must be presented clearly, as a freedom of choice. Choice implies a decision, and a decision, in turn, implies a discipline of some sort. Self-discipline can result from following an example of discipline and I do not believe enough families draw enough lines for their children to follow early in life. Self-expression without direction can often lead to the frustration of being misunderstood, and if such a feeling remains throughout secondary school, college years become part of an ever-widening circle of self-doubt and non-purpose. Thus, parents and teachers, though each contributes, in a sense, the same type of influence, often spin their children into opportunity after opportunity and expect a somewhat dizzy child to orient himself.

Unfortunately, some of the most talented young adults are those who leave college mid-way through four years because they cannot find a place for these talents. With industrialization such as it is, individual talents are lost in patent numbers and implied only subtly in firms and foundations. The desire to create is part of the desire to give or at least to share, and it is a strong one. The receiving end for the talents of these drop-out students has become obscured by the greyness of relativity, the blur of indecision. The all important *now* must be broadened to include a little of the wisdom of the past and the possibility of fullness in the future; the scope of vision must be narrowed somewhat to allow focusing on definite channels for the giving of "I"; last of all, the question "Why am I here?" should be met immediately with a bit of old-fashioned calmness: to learn to see, to learn to select from the grey that which is white and to learn self-discipline when the black remains.

## THE UNDERGRADUATE

(*Continued from page 42*)

reform. An evaluation of independent study, the proposal for some sort of "reading period" before end-term examinations, a plea for examinations returns are among the more important topics considered in the last few months. In addition, the Blue Key Honor Society has done away with freshman hazing and has pledged itself to emphasize the modern aims and ideals of the College.

The transition from a passive student attitude to an active one is being accelerated by the unique pressures of a dwindling world. The vivid threat of nuclear holocaust in a world that seems to be kept abalance only by the delicate collective security arrangement of the United Nations looms ominously in the mind of the undergraduate. In the wake of this situation, his mind has grown more attuned to the desire for immediate security; this has become manifest in the need to specialize, to become expert in one field, to learn how to make a living as soon as possible. The emphasis on acceleration in high school or prep school renders the college freshman a more precocious, sophisticated animal—one who has experienced more in his "youthful" days and who now wants to learn more in a specific area.

The liberal arts college flunkout whose Intelligence Quotient blatantly surpasses the "D's" and "F's" on his report card or the intelligent dropout who wants to take a year off to "find himself" are probably both suffering from the same malady: exposure to the diversification of a liberal arts program whose every component chips away at his loyalty to a self-imposed specialty.

This is precisely where the problem of the survival of the liberal arts college—Middlebury specifically—enters the picture. Can Middlebury endure the escalated preponderance of "Specialized Sammies" or "Brilliant Bills"? Can it provide a challenging enough curriculum and extra curricular program to attract today's anxious high school student and widen his scope? Can it prove that a "sensitizing for living," as Dr. Armstrong has expressed it, is more important than specialization or narrowness of intellectual direction?

These are the challenges Middlebury must meet in the sixties and seventies. It must adapt itself—and quickly—to accommodate the modern American student. This student must be confronted with a demanding curriculum; a scholarly, but personable and lively faculty; facilities commensurate with the quality of the student mind.

"Very exciting things are going to happen here," said Middlebury's new president last month. "Middlebury is like a thoroughbred horse which has all the heritage and training; we're going to put it on the course to run now."

Dr. Armstrong's promise and the new attitude of the Middlebury undergraduate seem to indicate that Middlebury will be far from a college "skeleton" in 1985.

# 1964 Commencement Program

### Friday, June 5

| | |
|---|---|
| 2:00–10:00 p.m. | Registration, Proctor Hall Lounge |
| 6:30 p.m. | Buffet supper, Bread Loaf Inn |
| 8:30 p.m. | Alumni seminars, Bread Loaf |

### Saturday, June 6

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|---|---|
| 8:30 a.m.–12:30 p.m. | Registration, Proctor Hall Lounge |
| 9:00 a.m.–11:30 a.m. | Alumni Coffee Hour, Proctor Hall |
| 10:30 a.m. | Alumnae Association Meeting, Pearsons Living Room |
| 10:30 a.m. | Alumni Association Meeting, Stewart Lounge |
| 12:15 p.m. | Commencement Luncheon, Memorial Field House |
| 4:00 p.m. | Informal Reception, President's house, 3 South Street |
| 6:30 p.m. | Class Reunion Dinners |
| 8:30 p.m. | Commencement Play, *Fantasticks* by Tom Jones & Harvey Schmidt, Wright Memorial Theatre |

### Sunday, June 7

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|---|---|
| 10:45 a.m. | Baccalaureate Service, Mead Chapel |
| 12:30 p.m. | Phi Beta Kappa Dinner, Middlebury Inn |
| 8:30 p.m. | Commencement Play, *Fantasticks* by Tom Jones & Harvey Schmidt, Wright Memorial Theatre |

### Monday, June 8

| | |
|---|---|
| 10:15 a.m. | Commencement Procession, Memorial Field House |
| 10:30 a.m. | Commencement Exercises, Memorial Field House |

## Class Reunion Dinners

**Saturday, June 6, 1964 at 6:30 p.m.**

Reunion Chairmen

*Class of 1914* — **Forest West**

**R. Stewart Esten**
623 Chatham Drive, Lakeland, Florida
**Miss Mary E. Guerin**
46 Monadnock Rd., Worcester 5, Mass.

*Class of 1919* — **Le Château**

**Dr. H. Dwight Carle**
25 Lynwood Avenue, Keene, N.H.
**Mrs. Helen S. Hungerford**
91 High Street, St. Albans, Vt.

*Class of 1924* — **Basin Harbor Club**

**Harvey W. Coates**
41 Parcot Ave., New Rochelle, N.Y.
**Mrs. Geraldine W. Burns**
Box 478, Middlebury, Vt.

*Class of 1929* — **Waybury Inn**

**Thad R. Jackson**
9 Park St., Hopedale, Mass.
**Mrs. Lara W. Prescott**
Dudley Hill, Dudley, Mass.

*Class of 1934* — **Redfield Proctor Hall**

**G. Randolph Erskine**
155 North Main Street, Wallingford, Conn.
**Miss Marion P. Goodale**
257 West Main Street, Williamstown, Mass.

Reunion Chairmen

*Class of 1939* — **Bread Loaf Inn**

**Thomas N. Murray**
Lakemont Academy, Lakemont-on-Seneca, N.Y.
**Mrs. Gertrude Murray**
Lakemont Academy, Lakemont-on-Seneca, N.Y.

*Class of 1944* — **Dog Team Tavern**

**William S. Stevenson**
87 Pond Street, Natick, Mass.
**Miss M. Jane Landes**
1 Rockland Avenue, Nanuet, N.Y.

*Class of 1949* — *To be held September 26, 1964*

**Robert J. Simpson, Jr.**
Scarswold Apts, South Rd., Scarsdale, N.Y.
**Miss Janet Curry**
1238A Inwood Terrace, Palisade, N.J.

*Class of 1954* — **Redfield Proctor Hall**

**Christopher D. Van Curan**
44 Pequot Rd., Wayland, Mass.
**Mrs. Nancy W. Nickerson**
7 Ivy Place, North Plainfield, N.J.

*Class of 1959* — **Middlebury Inn**

**William W. Hussey**
315 W. Parkes Ave., Bethlehem, Pa.
**Mrs. Harriette M. Purdy**
240 Gillette Ave., Bayport, L.I., N.Y.

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